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ABSTRACT

This guide to alternative teaching resources suggests ideas to change the system and self, and it presents new ways of thinking about teaching and learning. A section on programming includes ideas for alternative curricula that are activity based, affective, community based, issue centered, interest centered, and mixed media. A section on brainstorming, a technique designed to produce a problem-solving climate, presents guidelines to brainstorming behavior and a transcript of a brainstorming session. A section on values examines values within the classroom in relation to sexism, racism, and studentism. This book also focuses on teaching differences, children's behavior, classroom observation, counseling, legal rights of children, and teacher growth. Reading suggestions are also included. (PD)

TEACH and REACH

an alternative guide
to resources for the classroom

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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1974

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INTRODUCTION

PROBLEMS in schools have no right answers. We the people in schools can only seek out ways to change what we don't like about the system, and ways to change ourselves.

WE HAVE MET THE ENEMY AND IT IS US.

- Pogo

This book is based on the beliefs that:

- The teacher can be an advocate, speaking for the child in many aspects of life, in school + out. Teaching can be more than the passing on of information; it can be real involvement in day-to-day living, in day-to-day relationships. In this book we suggest ways for teachers to advocate.
- Teaching is problem-solving. This means defining the problem, (for you, for a child, a class, a school), brainstorming ways to deal with it, seeking resources to help you out, and trying out different solutions. This book gives you some ideas for ways to deal with typical school problems and is a guide to teaching resources.
- We all need support. It's hard to change alone. We talk here about ways to get involved with others (kids, parents, colleagues, volunteers, etc.) to help you do what you want to do.
- Change may mean risk-taking. Try

STRETCHING THE SYSTEM.



v

The three of us who worked together on this book have backgrounds in both regular and special education. While we have included references here to what has traditionally been defined as special education, we think that all the ideas in this book are applicable to both regular class settings and special ones. We support the current movement toward the integration of children labeled handicapped into regular schools and classes, and we see the values and techniques presented in this book as ways to help do that.

We share the strong belief that it is people that matter. We must pay attention to the feelings of adults and children who spend most of their day in schools. We want to create environments that let them feel competent and valued.

The Human Policy Press is a part of the Center on Human Policy, a child advocacy organization funded by the federal government. The Center staff advocates for the establishment of more alternatives for persons who are handicapped and/or labeled and devalued by our society. Part of advocacy is sharing the knowledge, providing access to skills and resources. In that vein we have written this book.

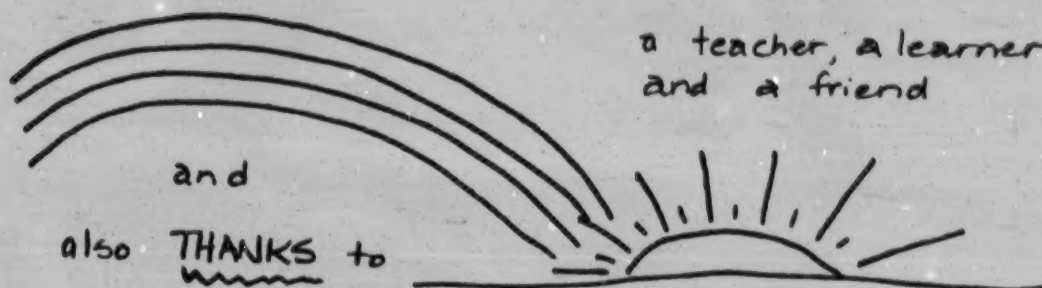
We would like feedback from readers about Teach and Reach. Please return the sheet in the back of the book if you have comments and suggestions.

We hope the book is helpful, and that you enjoy it!

Ellen Barnes
Maddy Bragar Engoly
Bill Eymann

To Peter Knoblock -

a teacher, a learner
and a friend



and
also THANKS to

Our friends at Syracuse
University, especially the
staff at the Center on Human
Policy who gave support and help
from beginning to the end.....

Lori Stroebel, who did a lot of the
photographs gladly; other photos by
Maria Kellman, Ellen Reed, & Ellen Barnes.

People who read the book
and made comments.

ALL OUR MOTHERS
AND FATHERS: Peggy,
Rene, Sara; Herb, Ruth;
Paul and Arline.

Oury

The kids, parents &
teachers at Townsio,
especially Todd, Craig
& Gary.

People in the Masters' program
in Special Ed. who cared enough
to be good teachers and showed
us how.

Peggy

The students at H.W. Smith,
Dawn, Matty & the group.

Bear Road,
Perry Hughes,
Ed Smith schools.

Gary Hubbard who
encourages people to
become -

The kids at Upham Hall psychiatric
hospital who taught their teacher
how to feel.

W. Genesee &
Plymouth Day Care
Centers

The children and youth at Amherst
and Westhill Highs, Martin Luther
King Elementary, King-on-Campus,
Seymour, Merrick, Bellevue, Clinton, PEACE...

Bill Wayson and his vision;
Ellen Lathrop who knew how to
share; Shirley Stern, a passionate
teacher, and Joe Frazzola, for
never stopping.

Ginny Torrey &
Sheila McCandless,
who Reach & Reach...

Dave, Clark, & Joe
T.J. & Mary Jo

The outcast kids of
the Shonnard Street Boys
Club and 214 Clarendon St.

The staff and
campers of the
BRIDGE program.

Onondaga County
Library system

SIMON & SCHUSTER who gave
us permission to use
"Flax" from James Herndon's
book, HOW TO SURVIVE IN
YOUR NATIVE LAND.



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for instance ...

Ms. Kowalski is a fourth grade teacher at Midland Elementary whose class is "definitely heterogeneous" — 14 boys and 11 girls; 8 Black, 13 White, 2 Hispanic, and 2 Native American; 7 on some form of public assistance; a median reading achievement level of 3.3. Six of the children have consistently been defined as "problems." Three have been referred to Pupil Services.

Her supervisors and peers say she's a "good teacher". Her classroom is old but attractively decorated with colorful charts and pictures. She emphasizes the acquisition of basic skills and in her seven years of teaching most of her students have achieved adequately. She feels good about herself and the children she is now teaching, but admits that little by little it seems to be getting harder. "I'd say we have a yearly increase of special ed. kids, but we're never sure what to do with them."

What does she do when faced with a learning or behavioral problem? In the past she has followed the routes she knows best. She has:

- referred children to psychologists and social workers for testing, guidance, and special help,
- sent children to the office for a talk with the principal,
- sent notes home to parents about their children's behavior or achievement,
- kept children after school,
- revoked their right to free time,
- given special rewards to children whose behavior or achievement is especially good,
- yelled, spanked, cajoled...



There must be a better way of dealing with difficulties, but I've gotten a little stale. There's a lot of talk about alternatives, but what are they? I feel trapped!

Recently, she picked up this book and began to seek and use some of the options suggested. Here are some of the things she's done:

Five sixth graders are now tutoring five of her children in reading skills 45 minutes a day.

Once a month she has lunch with five different parents.

Two of her "aggressive" boys are acting as gym aides in a second grade class once a week.

She has gotten four of her more "withdrawn" girls into an after-school Girls Club program.

One of the mothers of her students volunteers to read stories to her poorest readers once a week.

Three of her best readers are taping stories for those with lower reading skills to listen to.

She has visited the homes of the three children who are most disruptive in her class to brainstorm with them and their parents ways of improving the environment and encouraging helpful behavior.

She has asked the children to record their own perceptions of their helpful behavior.

One afternoon a week a farmer whom she contacted through a volunteer bureau comes to the class to help create environments for plants and animals.

Once a month four parents come to supervise the class while she has individual conferences with her students.

She and six other teachers have gotten together informally to brainstorm new curriculum and to make materials.

She, some parents and several other teachers are compiling a file of community resources for schools.

Her students have done statistical surveys of their neighborhoods and used the figures in math class.

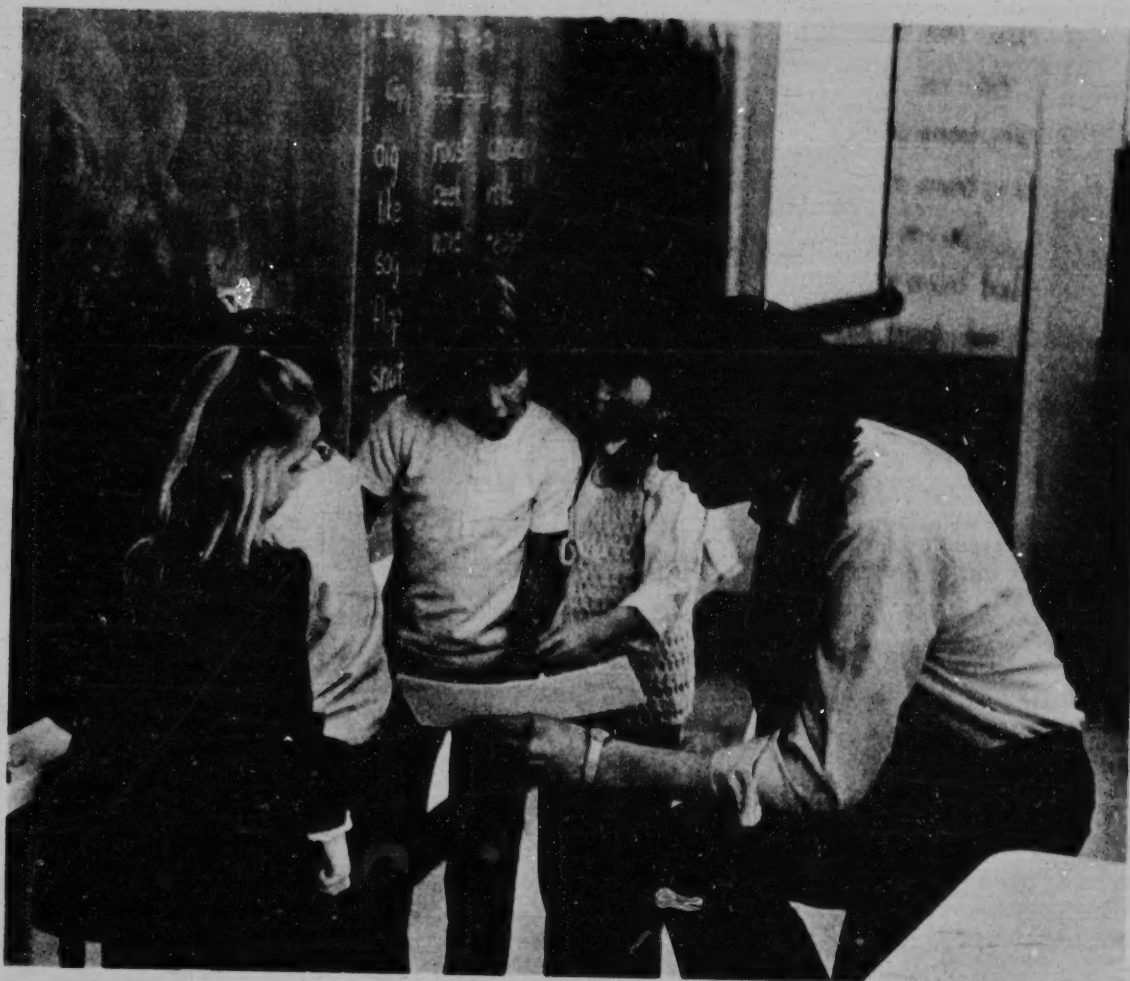
Encouraged the parents of one of her students who had been labelled "hyperactive" by a non-medical person to have him examined by a neurologist. No brain damage was found.



It's a new way of looking at things - things that are accessible, inexpensive, and interactive. It was all here to begin with. I was the one who had to change to be able to see it.

The "problems" are still there, by the way. Human beings are too complex for us to pretend that

in brief time and space we can bring fundamental changes to other people's lives. But now, according to Mrs. Kowalski, her students, parents, other teachers and supervisors, the class is looser, more exciting, more varied, more real ... and the problems look a lot smaller in the comparison.



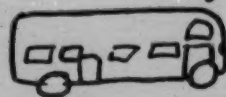
Programming

There is a group of teachers in the West interested in being innovative in the classroom; they call themselves OTHER WAYS. That is what this section of the book is about.

OTHER WAYS

to do "it". To teach. To be with kids all day in a school. We include here ideas for alternative curricula for your classroom. These are other ways to make school more interesting, more fun, and more productive, not only for the kids but for you the teacher.

Check the following pages for curriculum ideas that are



ACTIVITY-BASED



ISSUE-CENTERED

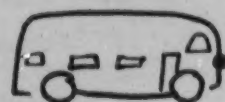


INTEREST-CENTERED

MIXED-MEDIA

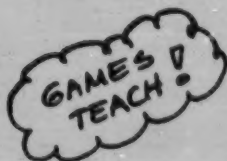


ACTIVITY—BASED EXPERIENTIAL



"I hear and I forget;
I see and I remember;
I do and I understand."

Each of us learns best when we are actively involved. Try getting away from just reading print to doing what it is you want to learn about. Dump the dittos! Have the kids add blocks, measure themselves, role-play Pocahontas, grind cornmeal, grow their own crystals + vegetables. Teach probability by playing poker; use games like Perquacky and Scrabble to work on spelling + vocabulary.



Check out the local toy store for games that fit into your curriculum — or just games that are fun + teach whether they "fit" or not.

There are commercially made materials available that are more active, too. Good examples of these are kits put out by McGraw-Hill entitled "Elementary Science Study" (ESS) — you can do it cheaper by getting the materials yourself + just buying their teacher's manual — or the stuff published by Workshop for Learning Things, 5 Bridge Street, Watertown, Mass. 02172. Check out their catalogues.

AND, OF COURSE, you can do an infinite number of activity-based things on your own. When you have something you want to communicate to children, think DO IT*. When a child expresses an interest to you, think *How can we DO IT*?

Look at the following books and catalogs for terrific ideas for an active curriculum:

MATH

- Freedom to Learn, An Active Approach to Learning Mathematics, Biggs + McLean, Addison-Wesley, Menlo Park, Ca., 1969.
- Learning to Think in a Math Lab, Charbonneau, Nat. Assoc. of Independent Schools, 4 Liberty Square, Boston, Mass. 02109., 1971.
- Cuisenaire Co. (catalog), 12 Church St., New Rochelle, N.Y. 10805.
- Creative Publications (catalog), P.O. Box 328, Palo Alto, Ca. 94302.

SCIENCE

- Elementary Science Study, 55 Chapel St., Newton, Mass. 02160.
- Science, Shaw, Citation Press, N.Y. 1972.
- Science Can Be Elementary, Walters, Citation Press, N.Y. 1973
- Earth Science Inquiry Program, SRA, Chicago, Illinois.
- SEE (catalog), 3 Bridge St., Newton, Mass. 02160
- Children's Cookbooks (any!)
Science Experiments You Can Eat, Cobb
- Edmund Scientific (catalog), 555 Edcorp Bldg., Barrington, N.J., 08007.

SOCIAL STUDIES

- Man, A Course of Study, EDC, 15 Mifflin Pl., Cambridge, Mass., 02138
- Partners in Learning, A Child-Centered Approach to Teaching Social Studies, Hopkins & Arenstein, Citation Press, N.Y. 1971.
- Zephyrus (catalog), 1201 Stanyan St., San Francisco, Cal., 94117 (see Your City Has Been Kidnapped.)
- Geography in an Urban Age, Macmillan Co., Riverside, N.J. 08075
- Yellow Pages of Learning Resources, Werman, MIT Press, Cambridge, Mass. 02142. 1972.

READING & WRITING

- Wishes, Lies & Dreams, Koch, Vintage, N.Y., 1970.
- Learning to Read through Experience, Lee & Van Allen, Appleton-Century Crofts, N.Y. 1963.
- Teacher, S. Ashton-Warner, Bantam, N.Y. 1963
- 36 Children, H. Kohl, New American Library, New York, 1973.
- Hooked on Books, Fader & Schaevitz, Berkeley Medallion, New York, 1966.
- The Naked Children, Fader, Bantam, N.Y., 1971.
- How 2 Gerbils, 20 Goldfish, 200 Games, 2000 Books and I Taught Them How to Read, Daniels, Westminster Press, Philadelphia, 1972.
- Teachers & Writers Collaborative, 244 Vanderbilt Ave., Brooklyn, N.Y. 11205
- Synecdics, Harper & Row, Scranton, Pa., 1972.

COMMUNITY-BASED



Part of the problem with the curriculum in most schools is that it doesn't reflect the Real World that students and teachers live in. Try making you and your classroom a part of the community; use the community as your classroom.

- Have kids interview people on the street about anything; Videotape the happenings in a neighborhood grocery store.
- Visit City Hall and the Courthouse. Get an interview with the mayor. Go to a School Board meeting. Write down what you find out.
- Use the city to study local incidents related to ecology, government, industry, even education! Good ideas for doing this can be found in Your City Has Been Kidnapped, and Finding Community, both published by Zephyrus, 1201 Stanyon St., San Francisco, Ca. 94117 and Yellow Pages of Learning Resources, MIT Press, Cambridge, Mass., 02142.
- Have the class write a history of the community. Do gravestone rubbings, photograph cornerstones and historical markers, look at early newspapers in the library, search out materials at local historical societies and museums. Join an "Architecture Worth Saving" group to preserve historical buildings.
- Be documenters of local events and of skills peculiar to your community. For instance, a group of junior high students in Georgia spent time interviewing people in their mountain community about almost-lost crafts, like quilting, hog-killing, etc. They have since published 2 books of these interviews — FOXFIRE I & FOXFIRE II, ed. Eliot Wigginton, Doubleday, N.Y. 1972. Both you + your students might find the books fascinating!

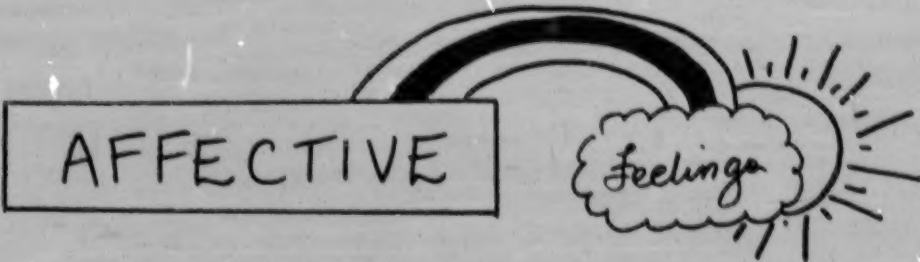
- Give your students credit for volunteering in community agencies. One high school sends 25 students to work at a local Association for Retarded Children for 3 social studies credits. Teach "signing" as a foreign language and have students tutor deaf pupils.
- Take your kids out - on field trips anywhere. The city, any community, is full of people to learn from, places to visit - a lot of resources for you and your students to experience. Why read about government when you can see it in action? Why try to teach about stripmining from books if you can drive 10 minutes to see it in action? ~~WE~~ WE REALIZE MANY SCHOOLS MAKE FIELD TRIPS VERY DIFFICULT. WHAT CAN BE DONE TO CHANGE OR GET AROUND SCHOOL POLICIES? GET TOGETHER WITH OTHER TEACHERS AND BRAINSTORM. CAN VOLUNTEERS TAKE CHILDREN IN SMALL GROUPS? CAN YOU GET PASSES TO USE CITY TRANSPORTATION SERVICES? CHECK OUT POSSIBILITIES RE INSURANCE COVERAGE, don't JUST TAKE THE FIRST "NO" AS THE END OF IT. And if you can't go out, bring the city in.
- Arrange apprenticeships for students so they can see people working in the real world. One small private school has children ages 9-15 working in a day care center, record store, health food store, auto Co-op, veterinarian's clinic, etc. for 1 day a week.

Fill up a Time Capsule in September to open in May; include record hits, headlines, etc.

Invite a mystery guest for the day; by asking yes/no questions students have to find occupation of guest.

Create family trees. Trace by talking with relatives, etc. each child's ethnic roots.

Collect the past. Pick a decade - the 1950's for example - and have everyone contribute some memorabilia - newspaper clippings, magazines, clothes, memories.



AFFECTIVE

Feelings

Schools are full of feelings and we spend most of our time not dealing with them, pretending the feelings aren't there. Not only do we all (students and teachers) bring into school reactions to our home life and our past experiences — but SCHOOL, the process of schooling, creates strong feelings in all of us.

ADEQUACY / INADEQUACY

INVOLVEMENT / ALIENATION

CONTROL / POWERLESSNESS

BEING VALUED / BEING DEVALUED

FRUSTRATION / SUCCESS

Read:

Dennison, Lives of Children, Random House, N.Y., 1969

Jackson, Life in Classrooms, Holt

Rinehart & Winston, N.Y., 1968

Moustakas, Personal Growth, H. Doyle, Cambridge, 1969

These books communicate the experience of schooling.

Think of your own school experiences. What do you remember most vividly? The time you stood in the corner, the teacher who didn't like you, the anxiety of tests... or the close

friendships, the pride in success, the interest of one adult in your progress? Not facts, not information about flax or Egypt or osmosis, —→ **FEELINGS!**

All these feelings have an impact on what we learn. If a student is angry or in love, it may be hard to focus on geometry. Teachers can get closer to students by dealing with feelings; they can use feelings to teach, too. Let feelings be your curriculum.

★ Feelings are the curriculum of life. ★



Try some of the following:

- Write stories about your dreams. Have a dream time to relax, listen to music, fantasize. Then write them down, paint them, share them with other people.
- Have group discussions.

What am I worried about? What makes me angry? How do I talk to my parents? What do I dislike about myself? What's going on now in this classroom?

Several people have written about group discussions with kids, and they have good ideas on how to do it. Read Schools Without Failure by Glasser (Harper & Row, 1969) or Write for the Human Development Program by Bessell & Palomares, 4455 Twain Ave., Suite H, San Diego, Calif. 92120. (This program starts with 4 year olds...)

STUDIES SHOW THAT TEACHERS IN CLASSROOMS USUALLY TALK 80 % OF THE TIME. ONE ALTERNATIVE CURRICULUM IS TO CHANGE THE PROPORTION OF TEACHER TALK TO STUDENT TALK. TRY LISTENING ACTIVELY TO WHAT KIDS HAVE TO SAY. ☹️ 😐 😊

- Write, read, create about issues that are real to your students: sex, drugs, friendship, parents, prejudice, authority, oneself. Students can improve in their reading & writing skills while dealing with issues of real importance to themselves.
- Develop units/projects around feelings. One teacher did a unit on death after the mother of one of the children in her class died. The kids talked and wrote about their fears; they visited a cemetery and made gravestone rubbings; they read stories that dealt with death; they wrote their own epitaphs.



Learning to Feel - Feeling to Learn
H. Lyon, Charles Merrill, Columbus,
Ohio, 1971.

Human Teaching for
Human Learning
G. Brown, Viking,
N.Y. 1971

Toward Humanistic Education
Winkstein & Fantini
Praeger, N.Y. 1970

- Focus on affective aspects of your regular curriculum. "How would it feel to be a pioneer? What do you do now that feels pioneering?" Curriculum can be altered!
- Find social studies curriculum materials that do deal with feelings. Like SRA's Social Science Laboratory, by Fox, Lippitt, + Schaible (259 E. Erie St., Chicago, Ill., 60611) which has units on individual differences, friendship, etc. and also teaches social science skills.
- Try active exercises dealing with emotions, like
 - "Write an advertisement for yourself. Tell how good you are. Talk about what you do well. Write a pledge of allegiance to yourself."
 - "Gary is the shopkeeper in the Magical Mystery Shop. He's selling love and good grades and beauty today. Go in and ask for one of those things for yourself. What do you want to buy? What will you pay for it?"

Have small groups in your class work together. The task is for each group to build the tallest structure they can out of tinker toys - without saying a word. Watch the interaction and afterwards have everyone talk about it. Who were the leaders? Who helped other people? Whose ideas got used? How did people communicate? Who tried to "win" for themselves instead of cooperating?

Resources

Jey, W. Schutz,
Grove Press, N.Y.,
1967

Improvisations for the
Theater, V. Spolin,
Northwestern U. Press
Evanston, 1963

Learning to Be Free
Houshake & Perry
Pentaca-Hall, N.Y.
1973.

Argus Communications
7440 Natchez Ave.
Niles, Illinois 60648
(cata.bq)

Structured Experiences for Human Relations
Training, Vol. I, II, + III, Jones & Pfeiffer,
Univ. Associates Press, Box 615, Iowa City, Iowa

Will the Real Teacher Please
Stand Up? Grier + Rubenstein,
Goodyear Pub., Pacific Palisades,
California, 1972.



- Try role-playing — for fun, to learn about each other, to work out classroom problems.

Roleplaying Methods in
the Classroom Fox +
Chesler, SRA, Chicago, 1966

Put Your Mother on
the Ceiling, DeMille,
Viking Compass, N.Y.,
1973.

Role-playing for Social
Values, Shattell + Shattell
Prentice-Hall, Englewood
Cliffs, N.J., 1967

- Teach your students to respond to others. Model this yourself!
One teacher's "rule" posted on the wall said: **REMEMBER WE ALL HAVE FEELINGS!** Have children work with others. Have them make materials for other kids to use. Try a gift-making project. Integrate children with special needs into your class and help your students respond with caring.
- **BE THERE YOURSELF.** Say how you are feeling and ask kids what's going on with them. Make it a focus of your own growth to understand a child's frame of reference and communicate acceptance. Carl Rogers, a noted psychologist + humanist, lists 3 characteristics of a helper in a relationship: genuineness acceptance empathy. **ARE YOU THERE?**
- These books describe adults in relationships with children:

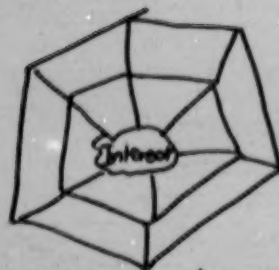
Anger + the Rocking Chair
Lederman, Viking, N.Y. 1973

Dibs, Axlene, N.Y.
Ballantine, 1964

Jordi/David + Lisa
Rubin, Ballantine, 1973

I Never Promised You a
Rose Garden, Green
Signet, N.Y., 1968

INTEREST-CENTERED



Entire curriculums covering all skill areas can be built upon your interests, as a teacher, and upon the interests of the students in your class. We've all heard of teenagers who finally learned to read in order to pass their drivers' test. Much of the content in school probably makes no sense to most children (or teachers for that matter!). But if the content and skill learning can be tied to something that is of high interest, kids will respond and will pick up the skills in much less time than usual.

If a youngster is excited by cars for example, here are some of the things that can be done:

read about cars
(READING, RESEARCH)

talk about cars
(LANGUAGE, VOCABULARY)

write about cars
(ENGLISH, CREATIVE WRITING)

make model cars,
work on an engine
(MECHANICS, PHYSICS)

represent cars in different
media (ART)

apprenticeship in a
garage

and these things can lead to the study of:

PHYSICS. POLLUTION/ECOLOGY CURRENT EVENTS (Energy crisis)

MECHANICS CONSUMERISM/SAFETY

MATH (gas, mileage, distance, etc.)

HISTORY (technology, industrialization, role of automobile)

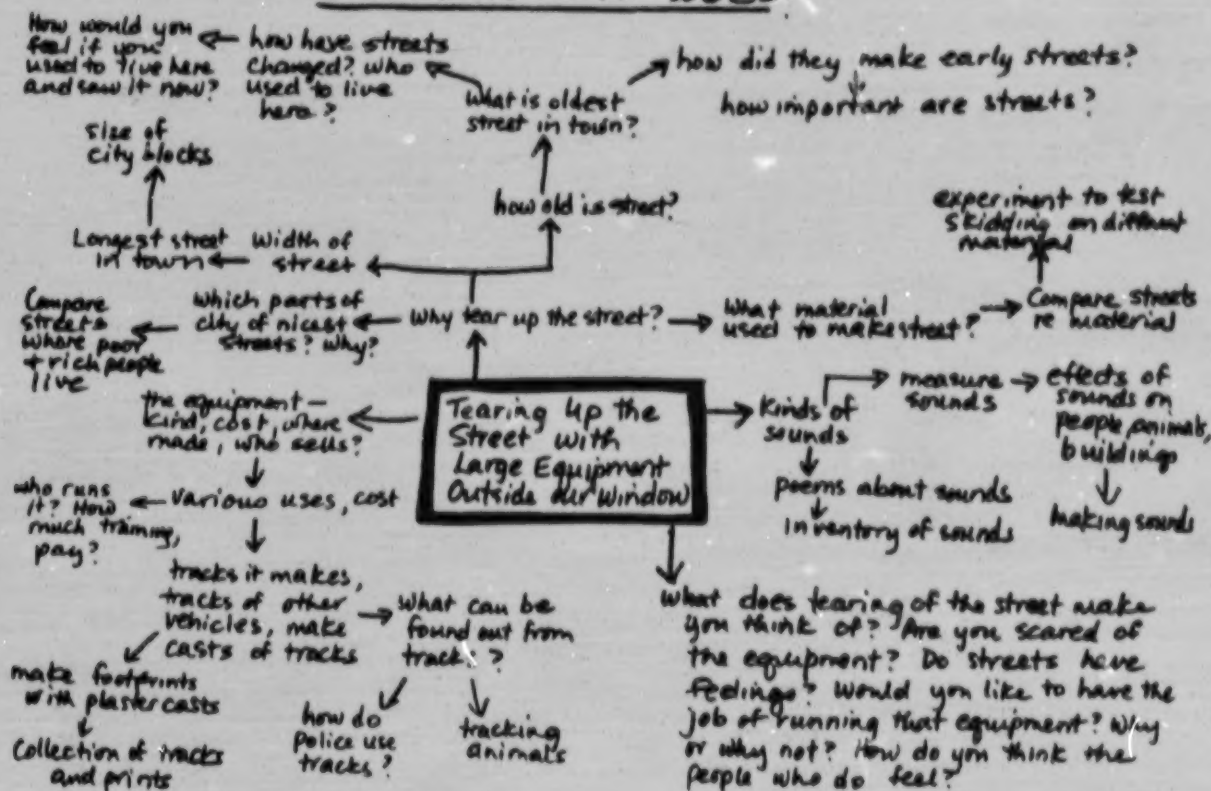
POLITICS (labor issues, role of auto in economics, capitalism, etc.)

FEELINGS (why do cars interest you? What kind would you like to be? Do cars represent power, independence, etc.?)

This is just one example of how a child's interests can be used to develop a curriculum. Teachers and other students can help make resources available, pool knowledge and ideas about where to go with a topic. Teachers can train themselves to see the potential for skill learning embedded in any study area.

The web* shown below is another example of an interest-centered curriculum and its many possibilities....

MAKE YOUR OWN WEBS!



* This web is adapted from the article "Patterns of Pupil Decision-making & Planning" by Virgil Hoxes, Calif. Journal for Instructional Improvement, v. 14, # 2, 1971.

• Create curriculum topics from your own interests as well. So often the person of the teacher gets left behind when he/she comes to school; don't let that happen with you! Bring yourself, your interests into the classroom! Some teachers we know who are weavers had their kids making all kinds of looms and weaving; another woman, whose home looks like a greenhouse, has planted an indoor garden with her class — not just sprouting beans but growing tomatoes, lettuce + flowers in pots! Share yourself with children — whether it's by cooking, sewing, wood-working, bowling, doing photography, or just reading to them your favorite children's book!

In one alternative school a group of children got turned on by animals, and by the end of the year the classrooms were filled with guinea pigs, rabbits, hamsters, gerbils, mice, fish, a parrot, and weekly visitors from the local zoo's lending program (raccoon, boa constrictor). Aside from organizing the daily chores of caring for this menagerie, the kids read, wrote books about animals, studied genetics with the population explosion, sold new generations to the local pet stores, visited vet research labs, set up apprentices for 2 kids at a local vet, graphed weights, made and sold packages of animal food at the school pet store, and on and on. They learned to care



Much of the literature on British primary schools talks about teachers developing curriculum plans out of topics of high interest to the children. Their skills are integrated into the pursuit of the topic ("the integrated day"). Citation Press (N.Y.) has a series of small books on the British approach, that are excellent. Two other descriptive books are Vincent Rogers, Teaching in the British Primary School, (Macmillan, N.Y. 1970) and Joseph Rafterstone, Schools Where Children Learn, Liveright, New York, 1971.

An excellent book for teachers is The Integrated Day in an American School by Betsy Sargent (Nat. Assoc. of Independent Schools, 4 Liberty Square, Boston, 02109; 1970) in which the teacher kept track of all the materials + "lesson plans" she used over the year and how skill study developed out of children's interests.

ISSUE — CENTERED



Students are more and more sophisticated about the REAL WORLD. Through the media we are instantly exposed to what is happening in our culture, in our nation, in our world. For teachers in schools to have credibility with their students they must begin to deal in classes with REAL ISSUES that confront citizens daily. We must all begin to talk openly about problems of war, oppression and injustice, hunger, crises of our environment and individual alienation. We must begin to look at our own values and help students look at theirs. We must begin to formulate alternative ways of living in a future that will be very different than our past has been.

- Spend time dealing directly with VALUES. Ideas on ways to do this can be found in the following books:

Values & Teaching
Roth, Harmin, Simon
Merrill, NY, 1966

Values Clarification
Simon, Howe, Kirschenbaum
Hart Pub., NY, 1972

Composition for Personal Growth
Hawley, Simon & Britton
Hart Pub., N.Y., 1973

Values are the basis of choice and action. If we can help students clarify the values they want to work toward + within which they act, then we will have made the greatest contribution to their future.

Values can be approached directly:

"What do you think are the 3 most important issues in the World today?"

"What single aspect of your life would you like to change? Why?"

Values can be approached less directly:

"If you were given \$1000 today, what would you do with it? What does that say about you?"

"Name the 3 people you admire most. What is it about them that you admire?"

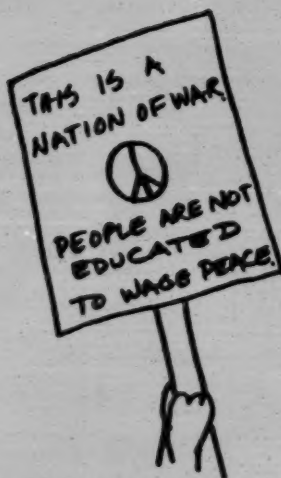
- ★ Seek out alternative curriculum materials dealing with social issues.

PEACE

For instance, a curriculum like Learning Peace, a Resource Unit, includes materials on student attitudes, reasons for war, alternatives to war, conflict resolution. It is written for teachers by Abrams & Schmidt, Jane Abrams Peace Association, 1213 Race St., Philadelphia, Pa. 19107. Local peace groups, non-violent studies departments at universities, or AFSC offices might have access to other materials, including films and slide shows. For instance, the Syracuse Peace Council (924 Burnet Ave., Syracuse, N.Y.) publishes a periodic newsletter for teachers called Teaching Notes which contains curriculum suggestions and discusses educational issues.

Other sources in educating for conflict resolution include:

- School programs prepared by the Center for War/Peace Studies, 218 E. 18th St., New York, N.Y. 10005
- To End War, Pickus & Waite, from World Without War Council, 1730 Grove St., Berkeley, Calif. 94709.
- Teaching Vietnam, Bill Briffen, Cortland State, Dept. of Education, Cortland, N.Y.
- "Peace and Conflict" in Starting Points section of Learning, September 1973 (530 University Ave., Palo Alto, Calif. 94301). Reprint including accompanying teaching poster \$1.00.
- Center for Teaching about Peace and War, Wayne State University, 5229 Cass Ave., Detroit, MI. 48202. Materials on all levels re war/peace studies.
- The War/Peace Film Guide, by Lucy Dougall, World Without War Publications, 7245 S. Merrill Ave., Chicago, Ill. 60649. Annotated guide to 200 films, how to organize discussions; includes films for young children.



- Peace Education, by P. Parker & W. Sheehan, Student Forum for Peace and World Order, 1865 Broadway, New York, N.Y. 1970.
- NARMIC (National Action Research on the Military-Industrial Complex), 160 N. 15th St., Philadelphia, Pa. 19102.
Produces materials.
- SANE, 318 Park Ave. S., New York, N.Y. 10016.





Attitudes toward handicapped persons are slowly changing - but not quickly enough. The continued segregation of persons with different needs perpetuates prejudice, stereotyping and discrimination. Only when children in schools are exposed to people who are disabled as friends and as fellow students will these attitudes begin to be more positive. Only with increased contact will we see handicapped people as individuals with strengths and weaknesses as ourselves.

With the schools moving toward "mainstreaming", it is important for teachers to find ways to talk with and teach children about persons with special needs. Children need information about what produces a disability and what the special needs of each individual are. Children need ways to empathize with handicapped persons, to understand their frustrations, limitations, hopes, and skills. Children need to discuss their feelings about handicapped persons. Typical children need experiences in interacting with disabled children around common interests. Children need to learn how to help and respond to others.

At this point in time we know of no published curriculum specifically oriented toward teaching children about handicaps. There are some social science materials (such as SRA's Social Science Laboratory) or exercises in various affective curricula that are oriented toward valuing individuals for who they are; these materials are relevant in a general way to teaching about handicaps. (See also sections in this book on "Educating for Differences" and "Affective Curriculum".) We are also including here ideas developed by parents and teachers who have been involved with disabled children. These ideas are good ones - and also may inspire you to create materials relevant to your classroom.

Mrs. Betty Pieper (R.D. 1, Ridge Road, Scotia, N.Y. 12302) is the parent of a physically handicapped child and has been an advocate for many persons with special needs. She has developed a number of curriculum ideas related to disabilities for use in classrooms; she hopes to have them published commercially. We have excerpted here part of Mrs. Pieper's article, "Toward the Greater Integration and Participation of Children with Physical Disabilities in Public Schools." We hope these bits and pieces from her ideas will encourage you to get further involved.

GOALS

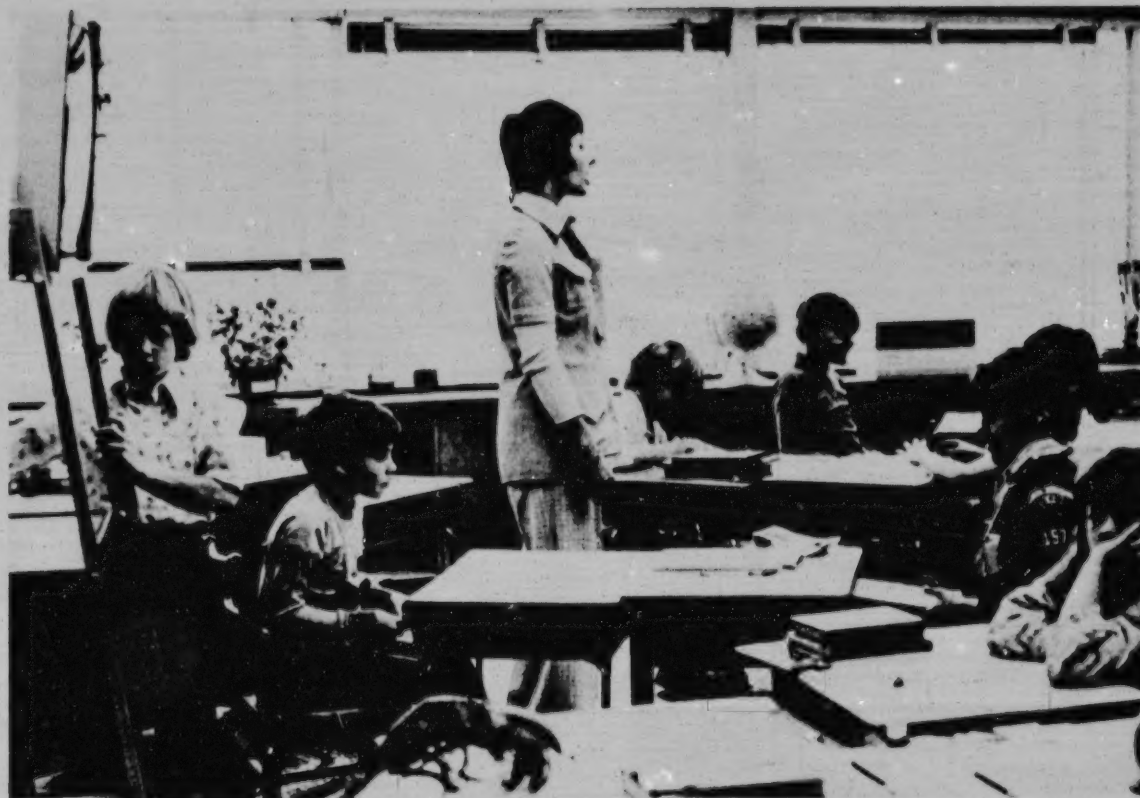
1. to reduce feelings of curiosity, anxiety, guilt and feelings of frustration experienced by able bodied children when they encounter a person in a wheelchair, using appliances for ambulation, having spasticity, an awkward gait, etc.
2. to increase understanding and acceptance of people who are "different" physically
 - a. to have a child experience the nature of physical limitation;
 - b. to have him differentiate between inherent limitations and the architectural, social & attitudinal barriers and "handicaps" imposed by society.
3. to introduce the "trappings" of disability—braces, crutches & wheelchairs—so children can overcome their fears and begin to associate these as positive "aids" similar to eyeglasses and be able to look past them to the people who use them.
4. to increase interactions between "typical" and "disabled" children
 - a. to understand disabled children are more like other children than different from them;
 - b. to understand that disabled children can be accepted or rejected on the same bases as "typical" children without guilt (common interests, personality traits, etc.)
5. to increase understanding of the specific special needs of disabled people (architectural

- accessibility, social acceptance, public transportation, etc.) and to explore what appropriate responses would be.
6. to project disabled people as "able" people - to appreciate what disabled people can do as well as what they cannot.
 7. to have children understand the emotional stresses of prolonged isolation and social rejection.
 8. to give specific information on conditions which produce muscle weakness, debility, paralysis, etc. (stroke, polio, spina bifida, multiple sclerosis, etc.)
 9. to give insight into purposes & modes of rehabilitation.
 10. to help disabled children feel they are valued members of the human race instead of medical material or deviant life forms - to improve their self-image.

.....

POSSIBLE APPROACHES (THESE ARE JUST A FEW OF MRS. PIEPER'S SUGGESTIONS WHICH SHE ELABORATES IN DETAIL.)

- put a crutch in the doll corner...
- subscribe to and display a magazine like Accent on Living (Box 726, Bloomington, Ill. 61701) which shows disabled people in every conceivable activity...
- Have disabled people visit the classroom...
- Have children run 3-legged races to give them idea of physical limitation...
- Display accepted "aids" like glasses, golf shoes. Draw parallel to braces, crutches, etc....
- Discuss "first feelings" on seeing handicapped persons...
- Have work-study program in rehabilitation agencies...
- Explain use of handicap device in sports to help "even things out"....
- Study effects of isolation on astronauts. Talk about effects of isolation + segregation on disabled children....



You yourself can build a curriculum relevant to your school and classroom.

- One elementary school staff has been problem-solving about the entry the next fall of 2 classes of profoundly deaf students. In addition to a number of teachers taking "signing", they arranged for 20 5th graders to learn "sign"; these students will serve as "buddies" for the deaf pupils in the fall. Individual teachers also have begun to expose their hearing pupils to the concepts and the experience of deafness — by watching T.V. with the sound off, playing charades, practicing lipreading, discussing how infants learn to talk and the role of imitation in speech development, practicing non-verbal communication, seeing films on deafness, reading The Miracle Worker and children's biographies of Helen Keller.

- A teacher we know, Kaye Goodwin from Tully, N.Y. became involved in Transactional Analysis (T.A.) and its application to the classroom. She has developed a compilation of activities and resources for teachers to use in creating a "Human Classroom." Included are materials dealing with self-concept development, feelings, awareness of similarities and differences, and T.A. as a learning tool in the classroom. Her underlying assumption is that

A CLASSROOM GEARED TOWARD SENSITIVE AWARENESS OF SELF AND OTHERS WILL BE THE MOST UNDERSTANDING MAINSTREAMING SITUATION FOR A CHILD WITH SPECIAL NEEDS.

In Kaye's class children do the following things:

write autobiographies draw self-portraits Tape descriptions of themselves for others to identify
 make personal timelines write books about themselves make replicas of rooms at home
 keep daily diaries
 fill out daily + weekly reaction sheets Be the child of the week
 make who's who in class albums role-play Chart differences/similarities of people in class
 turn in feeling cards go fishing for feelings Filmstrips on feelings
 practice problem-solving

Kaye recommends several books on T.A. (The T.A. Primer, Bry, Harper & Row, N.Y., 1973, and T.A. for Tots, Freed, Jalmar Press, Ca., 1973) and the Sound Filmstrip series produced by Guidance Associates of Pleasantville, N.Y. (includes A Strategy for Teaching Values, Guess Who's in the Group, What Do You Expect of Others, Who Do You Think You Are.)

Other resources available to teachers are the children's programs on educational T.V. The series Mr. Rogers' Neighborhood has received special grants to create programs "to help children develop constructive attitudes toward handicaps whether the handicaps are in themselves or others." They have taped segments with an 8 year old

girl who wears braces because of a spina bifida condition as well as a series of scripts on deafness with a man who is an actor from the National Theater of the Deaf. Both Zoom and Sesame Street have also had individual programs involving people with handicaps. For information about renting any of these tapes, write Audio-Visual Services, Indiana University, Bloomington, Indiana 47401 or call your local ETV station.

Of course the most direct way children learn to value others, including those with handicaps, is by modeling the way others behave - especially their teacher!

MINORITIES

Most commercially-made curriculum materials seem to be developed for white middle-class male students by white middle-class adults. Only recently have any basal reading series, for example, reflected adequately the fact that a large percentage of their readers were black, chicano, Indian or female.

We urge teachers to create classroom environments and use materials in which minority groups are strongly and positively represented. In addition, minority studies should be a content area in itself — covering such topics as the contributions of minority group members to culture and history; the understanding of their cultural heritage and descriptions of realities of life for minority group members; and documentation of attitudes toward and treatment of minority group members in our society and analyses of needs of various groups.

As educators we are obligated to provide environments in which the attitudes and the content reflect a positive and valued view of minority group members because of our responsibility

- (a) to support and encourage the development of healthy self-images of all children;
- (b) to deal honestly with the realities of life in 20th century America as children and adults — both poor and rich, white and black, Indian and chicano, male and female — know it;
- (c) to present a balanced view of history and the contributions of various groups to our culture;
- and (d) to confront issues of social justice and oppression re the treatment of minority group members within our society and within ourselves.

WE LIST HERE SOURCES TEACHERS CAN GO TO FOR CURRICULUM MATERIALS ON MINORITIES. (see also the chapters on Differences & Values.)

R

Are we a "melting pot"
society or a "human quilt"?

RESOURCES FOR CURRICULUM ON **M**INORITIES

In April, 1973, The School Library Journal* published "Multiethnic Media: Selected Bibliographies Currently Available". It's the best source of information we've found and we urge you or someone in your school / community to get the article or a reprint and send for some of the free or inexpensive resources. They abound. Here are some of our favorites from that and other lists:

- The American Library Association - has bibliographies on many special and minority groups. Write for information.
Young Adult Services
50 E. Huron St., Chicago, Ill. 60611
- The International Reading Association, 6 Tyre Ave., Newark, Del. 19711 - also has a diverse array of bibliographies that could be helpful.
- The Center For Urban Education 105 Madison Ave. N.Y., N.Y. 10016
- The NAACP - Education Dept. 1790 Broadway N.Y., N.Y. 10019

* c/o R.R. Bowker, 1180 Ave. of the Americas
N.Y., N.Y. 10036

30/31

The New York Public Library, 8 E. 40th St., N.Y., N.Y. 10016, has bibliographies such as The Black Experience In Children's Books, The Black Experience in Children's Audio-Visual Materials, and Libros En Español among many others.

- The Council On Interracial Books For Children
9 E. 40th St., N.Y., N.Y. 10003, offers bibliographies and a quarterly newsletter.
- The Pan American Union, 19th + Constitution Ave., Washington, D.C. 20006, can help in tracking down materials on Hispanics.
- The UFT, 260 Park Ave., S., N.Y., N.Y. 10010 has published curriculum references on Blacks and Puerto Ricans.
- Akwesasne Notes, Mohawk Nation via Roosevelttown, N.Y. 13683 has many references on Native Americans (and information on other Native American organizations.)
- GIDRA, 3222 Jefferson Blvd., Los Angeles, Cal. 90001 is a good starting point for information on Asian-Americans.
- Emerging Humanity: Multi-Ethnic Literature for Children and Adults, Carlson, Wm. C. Brown Co. Pub., Dubuque, Iowa, 1972 is a rich source of references
- The Jewish Catalog: A Do-It-Yourself Kit, compiled and edited by Siegel, Strassfeld, and Strassfeld, Jewish Publishing Society of America, Philadelphia, 1973 — another helpful guide
- The Black Book, Harris, Random House, N.Y., 1974, has abundant references, too.
- National Council of Teachers of English,
1 Dupont Circle, Washington, D.C. 20036.



MIXED MEDIA



Things can be more interesting in the classroom just by varying the stimulus. "The medium is the message," says McLuhan. So try out different ways of doing things, diversify. Use other means of communicating besides words + print. Here are some ideas:

Puppets
Marionettes

VIDEOTAPE

"Video in the Classroom," in
1971 Big Rock Candy Mountain
Menlo Park, Calif.

Feedback, documentation,
creation

DRAMA/IMPROVISATION

U. Spolin, Improvisation for the Theatre, Northwestern U. Press, Evanston, 1963.

B. Way, Development Through Drama, Humanities Press, New York, 1967

R. deMille, Put Your Mother on the Ceiling, Viking, New York, 1973.

Art/Dance

In the Early World, Richardson, Pantheon, New York, 1964 (int.)

Creative Movement for Children: A Dance Program for the Classroom, Wiener + Lidstone, Van Nostrand, New York, 1969

100 Ways to Have Fun with an Alligator and 100 Other Involving Art Projects, Caliber + Mehl, Art Education Inc., Shavert, N.Y. 1969.

Photography

Printing with the Sun, Seld, 1970, CSCS, Inc. 60 Commercial Wharf, Boston, Mass. 02110

Photo kits from SEE (3 Bridge St., Newton, Mass.) or Workshop for Learning Things. Visual Literacy Project, Kodak, Box 644, Cambridge, N.Y.

FILMS

Doing the Media: A Portfolio of Activities & Resources, Center for Understanding Media, 267 W. 25th St., N.Y. 10001. 1972

Films Deliver! Schillaci + Calkin, Citation Press, N.Y. 1970

Film-making in Schools, Lowndes, Watson-Guptill, Cincinnati, 1968.

A Guide for Film Teachers to Filmmaking by Teenagers, Larson, from H. Hahn, Dept. of Cultural Affairs, 830 5th Ave., N.Y. 10009

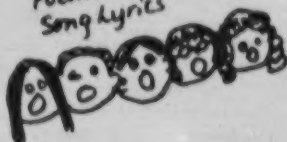
Check your local libraries for films to check out or rent.

Have your class sponsor a film festival.

Check local theaters + campus schedules for good films to see as a group.

Choral Speaking

Poems Alphabet
Song lyrics



Telephones

Call community
services, city officials,
friends, neighbors.
Ask for information/
Listen to recordings

PANTOMIME

Gestures
Feelings
Daily activities
Imitations

Interview

- Children with each other.
- People in the school (teachers, custodian, etc.)
- People at home
- People on the street
- People in public offices



Living Things

Raise animals,
(guinea pigs, hamsters,
mice, gerbils, etc.)
Plants; Fish;
Ant farms; Hatch
Butterflies, etc.

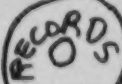


T.V./RADIO

Use programs as
content, for comprehension.
Watch educational
T.V.

Magazines

Fill your room with magazines
- Ned, Popular Science, Do it Yourself,
Ebony, etc. Get them 2nd hand
in the basement of bookstores!
Check out magazines written for
kids like KIDS MAGAZINE, Box 30,
Cambridge, NASS, or RANGER
RKE, National Wildlife Federation,
1412 16th St. NW, Washington, DC 20006.



- Use popular record lyrics as reading materials.
- Listen to records of old-time radio programs
- A liberated record for kids is Free To Be You and Me from Ms. Magazine or at your local record store.
- Kids love story records - especially those where the book goes along with it - at the local toy department.



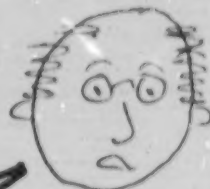
books

Make your classroom a reading environment. Fill it with appealing books. Second-hand hardbacks, paperbacks of all kinds. Read to kids. Have a lending library, a swapshop. Bring in newspapers to read. Try USSE - Uninterrupted Sustained Silent Reading, where everyone reads, including the teacher, for a block of time each day. Get the catalog from Scholastic Book Services (N.J.) which makes thousands of inexpensive children's paperbacks and has good book clubs for all ages. Read Hooked on Books by Fader, Callantine, N.Y., 1966.

GAMES

Buy lots of them. Our favorites include Scrabble, Pergueky, Yatzee, Risk, Monopoly, Password, Jeopardy, any Lotto. And make your own!

GREAT IDEAS, BUT, YOU KNOW, SOMETIMES I THINK THERE'S A **CONSPIRACY**. THEY'RE TRYING TO CONVINCE US THAT THE CHANGES WE ALL RECOGNIZE AS NECESSARY CAN BE GAINED ONLY AT GREAT EXPENSE OF TIME, EFFORT, AND MONEY. THE EDUCATIONAL-INDUSTRIAL COMPLEX IS TELLING US WE JUST DON'T HAVE IT.



SOFT-
WARE

AUDIO-
VISUAL
AIDS

SELF-INSTRUCTION
KITS

NEW,
IMPROVED
...
LONG
OVER-DUE



NO
CLASS
COMPLETE
WITHOUT

SEQUENTIALLY-BASED

COLOR-COORDINATED

MEETS NEEDS

YEP, ALL THIS CLASSROOM NEEDS IS A NEW MULTI-MEDIA LANGUAGE DEVELOPMENT KIT FROM INNOVATIONS Press, twelve individual study carrels, a tape console with ten listening stations, the Relevance Press Supplementary Sensory Training Program and, of course, an intensive eight-week summer workshop to retrain the teachers.

...

THINK OF THE ENERGY AND RESOURCES THAT WOULD BE RELEASED IF WE BELIEVED THAT WHAT WE NEED TO TEACH AND WHAT KIDS NEED TO LEARN IS ALREADY OURS →

SELF-MADE
CURRICULUM

← PARENTS
AS
TEACHERS →

K I D S
T U T O R I N G
K I D S

FAMILIARITY
BREEDS
CONTENT

PEOPLE'S EXPERIENCE
AS CONTENT

TELEPHONES
AS LEARNING TOOLS

STREET SIGNS
AS
READING LESSONS

RADIO, TV, RECORDS
AS LANGUAGE ARTS
CONTENT

READING —

NEWSPAPERS, MAGAZINES,
BRUCHURES, BOX TOPS,
GUM WRAPPERS, RECORD
LABELS, RECIPES, MOVIE
LISTINGS, ATTENDANCE
ROSTERS, SPORTS LINE-UPS,
CLOTHING LABELS ...

N E I G H B O R H O O D
S U R V E Y S

INTERVIEWING

SELF-MEASUREMENT
AS MATH

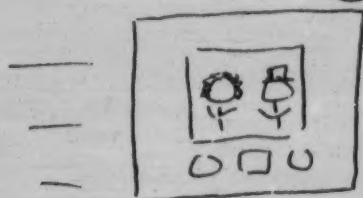
VOLUNTEERS

SELF-EVALUATION
AS WRITING PRACTICE

GRAPHING,
PERCENTAGES,
FRACTIONS —

VIA CLASSROOM +
COMMUNITY STATISTICS

As a specific example one teacher uses the television as the content for a daily one hour lesson in comprehension for his So-Called Disadvantaged Slow Learners —



— The class watches a
— half hour program, perhaps
— "Bewitched", "Gilligan's
— Island", "The Lucy Show"



Sounds foolish to me. There are SKILLS they need to learn. And GOOD drama, not TRASH!

While they are viewing the show, the teacher and several students write questions on its content

TRUE-FALSE
• RECALL
• FILLINS
• CHRONOLOGY
MULTIPLE CHOICE
INFERENCE

When the show ends they ask their questions to the class — sometimes they write them on the board, ditto them, read them off. To vary the follow-up exercises, the class often — REPLAYS the show in dramatic improvisation, DRAWS, cartoon illustrations summarizing the story, makes up 30-second oral RESUMÉS of the story, shares in drawing a MURAL illustrating it.

Well, yes, those are some of the skills I mean...



It's a perfect way* to build important comprehension skills applicable to all areas of language development based on content which is familiar and interesting to the student.

* TOTAL COST:
A FEW CENTS A
DAY IN PAPER,
PENCIL, AND CHALK.

My students learned a lot about proportions by graphing their heights, weights, numbers of brothers and sisters, etc.



Interviews involve all of the language skills - listening, speaking, reading, writing. We do at least one a week - in and out of class.

VOCABULARY is, I think, the single greatest determinant of school performance. I taught my kids drama skills. Now every day I have several students re-enact a real life experience. I introduce several new words which apply to the situation and help them retell it. We reinforce the new vocabulary daily - they're gaining LOTS of words in an easy, self-expressing way.



THANKS, LOADS, CREATIVE ONES. I'VE GOT ABOUT ENOUGH TIME TO BREATHE TWICE A DAY, AND YOU WANT ME TO CREATE MY OWN CURRICULUM!



Well, you're not alone —



I guess I'm dismal about teaching because I feel solely responsible for putting it together for 28 other human beings.



Y'know. I feel the same way.



That's the way it's always been, but we never seem to get together.



Do you ever talk to each other about solving problems mutually?



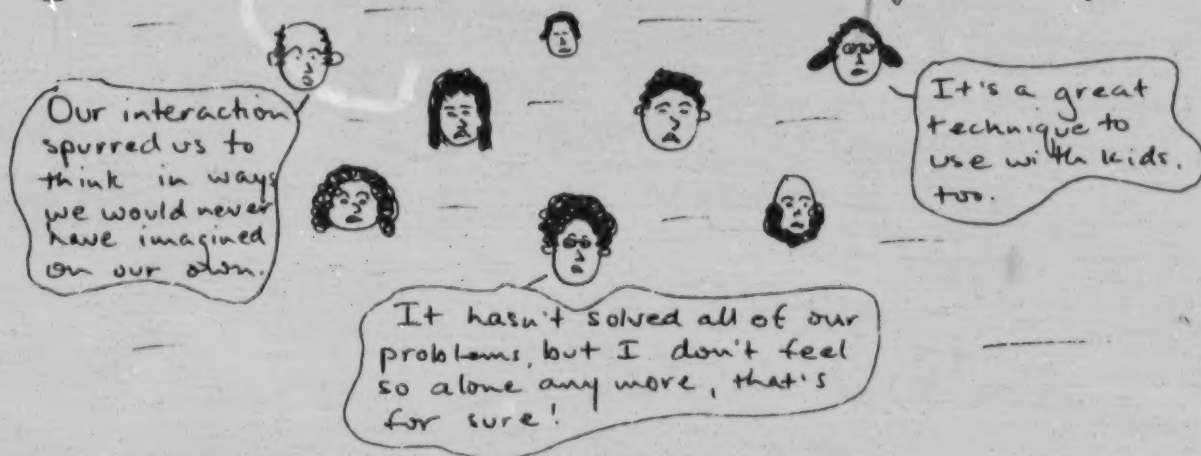
Huh! I don't even have time to solve them myself!

BUT,

ON THE OTHER HAND...

the experience of a team of teachers in one school who joined para-professionals and parents in a weekly half hour openended session of **BRAIN STORMING**

suggests that the whole is indeed greater than the sum of its parts:



It's a simple technique designed to help produce a **PROBLEM-SOLVING** climate. Its ingredients are:

- a group of people,
- a designated time limit,
- a recorder for all ideas.



Sounds frivolous, possibly dangerous!

THESE ARE THE GUIDELINES TO BRAINSTORMING BEHAVIOR:

- ✓ DURING THE SESSION, ANY IDEA IS LEGITIMATE — **NO CRITICISM** IS ALLOWED.

- ✓ BUILD ON EACH OTHER'S IDEAS.



SOUNDS CRAZY BUT I'LL WRITE IT DOWN.



HEY! THAT MAKES ME THINK OF SOMETHING

- ✓ EXPRESS IDEAS THAT SEEM, EVEN TO YOU, FOOLISH, UNVIABLE, IDEALISTIC, OR CRAZY.

YEAH, THEY CALLED PLATO, EINSTEIN, KING, FORD, CHRIST, AND THE BEATLES CRAZY, TOO.



THEY'LL NEVER BUY THIS ONE, BUT, OH WELL, HERE GOES ...



HERE'S THE TRANSCRIPT OF A BRAINSTORM BASED ON THE QUESTION, "WHAT CAN WE DO TO INCREASE THE NUMBER OF SPEAKING AND LISTENING EXPERIENCES OF OUR STUDENTS TO REINFORCE AND SUPPLEMENT THEIR READING INSTRUCTION?"

- ① Have children listen to the radio every day.
- ② Use popular records as lessons.
- ③ Blindfold children and have them identify various sounds — each others voices, street sounds, weather sounds, etc.

- ④ Do a daily follow-the-instructions activity which leads to a goal or product - this can be read or taped.
- ⑤ Have students tape-record personal experiences for a daily news broadcast.
- ⑥ Develop comprehension activities based on listening activities - e.g., Ask questions about the personal experiences related in class, about the words of the song they listened to, etc.
- ⑦ Have a daily story-telling period. Vary the story teller (students from other classes, parents, volunteers, etc.)
- ⑧ Give pieces to a verbal puzzle which, when put together, solve a problem, tell a story, etc. - perhaps give a reward.
- ⑨ Have the children use the phone frequently to obtain information.
- ⑩ Provide a tape recorder for students to tape privately - stories, reactions to class, questions to the teacher, etc.
- ⑪ Have children make up their own questions about listening activities.
- ⑫ Have a weekly personal feedback session in which children tell each other what they've done during the week, what they've liked, what they haven't liked, etc.
- ⑬ Have students draw objects following instructions read by the teacher and identify them.
- ⑭ Develop an interviewing program for all students.



That list was a good beginning.



Ideas spawned ideas.



Cooperation spawned cooperation.



Lots of activities and projects flowed from that original list. We regained a part of the curriculum.



Glad it worked in your school. It wouldn't in mine. Books published after 1948 are considered radical by some.



Look, we're not talking about a PLAN to change all schools.



In a sense, what we're looking for is our own satisfaction and sense of ownership.



Sure, establish attainable goals - a few areas of curriculum, a few cooperating teachers, parents, administrators. If you can show that an idea is accessible, relatively uncomplicated, inexpensive, and effective, you'll gain some support.

* THINGS don't change -
PEOPLE do.

FLAX

" Flax is what school is all about. In my own old-fashioned geography books I went to various countries in the company of Bedouin and Greek and Turkish kids and the thing that remains in my mind now about those imaginary kids is that they always grew flax. I myself put flax on my maps alongside corn + wheat + coal; I wrote down flax to answer questions about the products of countries. I never knew what flax was, but I knew that if I kept it in mind and wrote it down a lot and raised my hand and said it a lot, I would be making it.

Flax is actually a slender erect plant with a blue flower, the seeds of which are used to make linseed oil. Linen is made from the fiber of the stalk. I know this now because I looked it up in the dictionary. It is quite possible that it does grow in all those countries like the book and my test papers said. But beyond that, a thing like flax has an important place in school. Unlike corn, say, which in L.A. we could drive out and see in fields and buy from roadside stands and take home and eat, unlike wheat or cotton or potatoes, I think you could live your entire life in America and never see or even hear of flax, never know about it or need to know about it. Only in school, only from the geography book, only from the teacher, could you learn about flax.

It showed you how smart school was, for one thing. For another, it showed you what learning was; Corn, for example, wasn't learning precisely because you could go out and see it in the fields and buy it from roadside stands and take it home and shuck it and eat it and your mother and father could tell you how they used to grow corn and how to tell fresh corn and about names of corn, like Country Gentleman, which my father preferred. You could do all that without ever going to school and so it didn't count. Finally it showed the school who among the students was willing and able to keep flax in mind, to raise

his hand and say it aloud, to write it down and put its name on maps. So that in the cumulative records of each child the teacher could write down for the next teacher the information that

Child reads flax, writes down flax, says flax.

Child sometimes remembers flax.

Child can't remember flax.

Child digs flax but inadvertently says "chili-dog" instead.

Child don't dig flax a-tall.

Leader.

Nice kid.

Child is black and/or deprived.

Brain damaged?

Reluctant Learner.

I think you could make up an entire new Achievement Test, doing away with expensive and tedious vocabulary and graphs and reading comprehension, doing away with special pencils for IBM scoring and doing away with filling in all those rows. Just pass out a sheet with the word flax printed on it in big letters and count the seconds it took for a kid to raise his hand. That would tell you everything an Achievement Test is designed to tell you.

Even in the victory Gardens of 1942 America (where such an outlandish name as Swiss Chard became part of my experience, growing non-stop in the backyard), no one was ever known to grow flax, no one ever saw flax sprouting under the eucalyptus tree, no newspaper articles were written about anyone raising flax in the vacant lots, no war hero mentioned flax as contributing to the war effort. It remained, like learning, a monopoly of the schools.

- James Herndon.

HOW TO SURVIVE IN YOUR NATIVE LAND

Simon & Schuster, N.Y., 1971. pp. 117-119.

(by permission)

Interested in Alternatives in Education?

Try reading some of the following books:

Summerhill
A.S. Neill, Hart
Pub., N.Y. 1960

Crisis in the Classrooms
Charles Silberman, 1970
Random House, N.Y.

Free Schools
Kozol, Houghton
Mifflin, N.Y. 1972

The School Without Walls
Bremer & Moschigiser,
Holt Rinehart & Winston,
New York, 1971.
(Philadelphia's Parkway Project)

School Is Dead:
Alternatives in Education
Reimer, Doubleday,
Garden City, N.Y. 1971

Open Education and The American School
R. Barth, Agathon Press, New York, 1972.

Open Education: The Informal Classroom
Rathbone, Citation Press, New York, 1971.

Radical School Reform
Gross & Gross, Simon &
Schuster, New York, 1969.

Change for Children
Kaplan et al, Goodyear
Pub., Pacific Palisades,
Ca. 1974

Free the Children
A. Graubard, Pantheon
press, N.Y. 1972

De Schooling Society
I. Illich, Harper &
Row, N.Y. 1971

No More Public
Schools, H.
Bennett, Random
House - The
Bookworks, NY -
Berkeley, 1972

Raspberry Exercises
(How to Start your own
school)
Raspberry & Greenway,
Freestone, 1971.

Pedagogy of the Oppressed
P. Freire, Herder & Herder,
New York, 1970

The Lives of Children
Dennison, Random House,
New York, 1969.

Somewhere Else
Ed. Center for Curriculum
Design, Swallow
Press, 1974.

Schools teach more than the 3 R's.

Schools teach values.

WHAT ARE THE **VALUES** IN YOUR CLASSROOM?

What do the materials and activities in your classroom say to children? What does your behavior say to children?

- about how MALES & FEMALES are seen & valued?
- about how CHILDREN & ADULTS are seen & valued?
- about how PEOPLE OF DIFFERENT RACES are seen & valued?

♀ SEX ROLES AND SEXISM

Schools have fostered traditional sex roles in many ways — through the materials and texts in use, the expectations of students, the programming. Teachers have a responsibility to help prepare their students for a changing world — a more egalitarian and responsive world hopefully — where alternative roles are available to both men and women.

• ARE YOU A SEXIST? A GENTLE SELF-TEST *

* courtesy of N.O.W.

1. When you think about a child, do you first think of that child as a person, or as a boy or a girl?
2. Do you feel that boys should act in a certain way and girls in another?

Report on Sex Bias in the
Public Schools, N.Y.
N.O.W., 47 E. 19th
New York, N.Y.

3. Do you think carefully about play suggestions to see if they are sex-linked? If a child who happens to be a boy is bored, do you suggest active play with a truck, or if a girl, passive play with a doll or crayons?
 4. Do you praise children who happen to be girls more for their appearance ("how pretty you are today") than children who happen to be boys (and say to them "how strong you are")? Can't all children be attractive and strong?
 5. If you hear a child say to another, "Girls (Boys) can't do that!", do you laugh and say, "We all can do anything we want to do!"
- Check the texts and readers used in your school. Are all the stories boy-centered? Are the females seen as passive, domestic, kind while the males are adventurous, achieving, ingenious? The group, Women on Words and Images, has done a content analysis of 134 school readers from 14 publishers. It is available as Dick & Jane As Victims, Women on Words & Images, Box 2163, Princeton, N.J. 08540.
- Read also "Testing Tests for Racism and Sexism" by the Council on Interracial Books for Children in collaboration with Anne Brant in SCHOLASTIC TEACHER, February 1978.
- One of the most blatant examples of sex-typing in a curriculum is the phonics program "Alpha One" being used in many classrooms. In the program the 21 consonants are male, the 5 vowels female, each with something wrong with her. The message is that the vowels (females) can't stand alone; they are weak & ineffectual without men. When "Little Miss A" appears, the boys exclaim, "Oh no, Oh no. It can't be true. Not with so much work to do. A girl. A girl. Oh, go away. A girl's no good for work or play."!

- Find out how the structures of your school contribute to sexism. Ask the following questions:

What percentage of principals, department chairpeople and other supervisors are women? Most districts have a high percentage of women in lower echelon jobs - teachers. And few women in higher positions.

How much money is allotted to sports activities for girls as opposed to boys? Are female students allowed equal access to facilities and for equal amounts of time?

Are there as many girls as boys in advanced math and science courses? If not, why not?

Are female students allowed to take shop and are male students enrolled in home ec courses? In a junior high in Syracuse the shop teacher is a woman and male students can enroll in a co-ed course called LIFE SKILLS — which includes basic cooking & sewing.

In music, are girls encouraged to learn violin & flute and boys percussion instruments?

How does the district treat pregnant students and teachers?

To help analyze your school, write for the WEAL K-12 Education Kit (\$2.00), 799 National Press Bldg., Washington, D.C. 20004.



• Expose children to a more liberated view of personhood!

Have non-sexist books and games around. There are a number of feminist presses publishing non-sexist children's books. Write for catalogs from

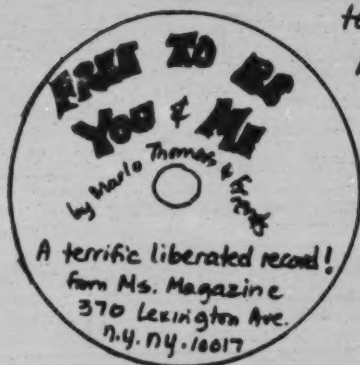
The Feminist Press
Box 334
Old Westbury,
Long Island, N.Y.

Lollipop Power
P.O. Box 1171
Chapel Hill,
North Carolina 27514

Feminists on Children's Media (P.O. Box 4375, Grand Central Station, N.Y., N.Y. 10017) has compiled a list of non-sexist children's books called Miss Muffet Fights Back (25¢). Get one!

Talk with children about what we all can be and challenge the assumptions about sex roles that society perpetuates. Ask kids to challenge the media's presentation about men and women — in commercials + programs. Here are some consciousness-raising ideas

taken from Sexism in Education (\$3.50) from Emma Willard Task Force on Education, P.O. Box 14229, University Station, Minneapolis, Minn. 55414. The book includes many more ideas.



- Role-reversal games. Conduct a marriage ceremony in which the mother gives away the groom, they're pronounced w-man & husband, and become Mrs. + Mr. Jane Smith.
- Analyze nursery rhymes or children's stories.
- Have females pretend they are males and plan their future. Reverse for males.
- Take students on a discrimination trip, job interview, men-only restaurant, credit application, a house-cleaning, etc.

Seek materials and activities that clarify values and increase awareness of sex roles. For older youth, try:

HERSTORY INTERACT
Box 262, Lakeside, Ca.
92040. Simulation on
sex-role stereotyping

THE SILENCED MAJORITY
Women's multimedia kit
Media Plus, 60 Riverside Dr.
N.Y. N.Y.

Girls Are Equal Too
Carlson,
Athenaeum, N.Y.

**The Young Women's
Guide to Liberation**
De Crow, Pegasus,
N.Y., 1972

- Look at your own attitudes and behavior.

Watch your interaction with children in the classroom. Whom you discipline more (it's usually boys); whom you praise more for achievement (it's usually boys); how you reward - for conformity (girls?), for inventiveness (boys?)!

Contact local women's groups - for interaction, for materials, ideas & speakers. Most communities have a chapter of the National Organization of Women (N.O.W.) as well as women's centers.

Consider joining a group yourself!

Raise issues of sexism in your school. Organize a school committee (of students, faculty, administrators) to look at sexist issues, evaluate textbooks.

Read about sex-role issues. There are a lot of really good books out. Some are listed here.

Sexism in School & Society
Frazier & Sadker, Harper
& Row, New York, 1973.

Unlearning the Sexism
in Schools
Harrison, Haveright
Books, N.Y., 1973

The New Woman's
Survival Catalog
Berkley Publishing,
New York, 1973

And Jill Came Tumbling Down:
Sexism in American Education
Stacey, Bereaud, & Daniels,
Dell, New York, 1974.

KNOW, INC.
Box 86031
Pittsburgh, Pa.
15221
Get catalog!

Women: A Bibliography
Box 240, N.Y. N.Y.
10002 (50¢)

"In the long run, the double-barreled message that girls get - at home and at school - to be dependent, passive, quiet, and "good" - is detrimental to their self-esteem and to their intellectual development. The mixed message that boys get - at school to be aggressive, independent, achieving (i.e. to be a "man") and at home to be obedient and quiet - creates different pressures for boys. If boys can reconcile & live up to these dual standards, they tend to become high achievers and successful chauvinists. If they can't they often rebel, act out, or become low achievers and unsuccessful chauvinists." - Levy & Stacey, PDK, 10-73

"STUDENTISM"

How do you see adults and children? Do you feel that adults have the natural right to power over children? Do you think of your students as less able than yourself, having less capacity to think for themselves and less right to make decisions about what they learn than you do?

Children and youth traditionally have little power in our society and certainly in our schools. Student councils are usually token and have no real influence. Teachers have usually made decisions about curriculum and scheduling. Even recent legal efforts have only given more input to parents in decisions about their child's schooling — not to children themselves.

Some books discussing these issues include:

Birthingrights
R. Farson
Macmillan
N.Y. 1974

The Student as Nigger
Jerry Farber
Pocket Books, N.Y.
1970

Escape From Childhood:
The Needs & Rights of
Children, J. Holt,
Dutton, N.Y. 1974.

"Studentism" — the discrimination against people based on their status as students — exists everywhere. Change can occur in schools on 2 levels: within your classroom and in the school at large.

In the Classroom

Consider "democratizing" your classroom. Both teacher and students can make active contributions to the classroom. Allow students to make choices about what they learn and when and how. Don't reward passivity! Develop the curriculum together with students based

on your interests and those of the students. Rules for "living together" from 9 to 3 can be developed by all of you; no one should tyrannize the others. Attitudes toward authority figures (dependent, rebellious, etc.) and needs for control (to be controlled, to control others) are present in all of us — in teachers as well as students. We need to work out these kinds of issues in the classroom setting. Two books that might be helpful for you are Freedom to Learn, Carl Rogers, Merrill, 1970, and How to Survive in Your Native Land, James Herndon, Bantam, N.Y. 1972.

MAKE YOUR CLASSROOM A COMMUNITY!

In the School and Community

There is a growing movement for students to educate themselves about their role and power (or lack of it) and to take constructive action in changing schools and other community institutions.

Youth Liberation (2007 Washtenaw Ave., Ann Arbor, Mich. 48104) publishes a packet of pamphlets on youth change. Also look at

The Soft Revolution
Postman & Weingarten
N.Y., Dell, 1971.

The Little Red School Book
Sven Hansen, N.Y.,
Pocket Books, 1971.

SCHOOL YOU! De-
Schooling Strategy
for Students, Johnston,
Box 1082, Binghamton, N.Y.

These books suggest ways in which students can organize themselves to change schools. They are worth a teacher reading, too!

Students have rights based on laws & regulations. These laws will be enforced only if students demand their rights. Books available to teach students of their rights include:

Students Rights Handbook
ACLU, 84 5th Avenue,
N.Y., N.Y. 10011

Up Against the Law:
Legal Rights of People
Under 21, Stunne,
New American Library
N.Y. 1973.

Students Rights Handbook
1145 Germantown St.
Dayton, Ohio 45408

RACISM

Racist attitudes have been pervasive in our country - in the community at large and perhaps especially in the schools. Racist behavior has kept members of minority groups out of the job market through tracking. Discrimination has served as a means to prevent many minority group members access to society's "ticket" - school diplomas - and thereby to power in the culture.

WHAT ARE YOUR ATTITUDES AND HOW DO YOU ACT THEM OUT IN THE CLASSROOM?

- Do you respond differentially to children of different races? Think about which children you habitually reward; which ones do you usually discipline?
- Do you stereotype people of particular races, e.g. do you assume children of one ethnic group or race are lazy, think concretely, are nonverbal or can't delay gratification?
- Or are you able to see the individual child, what he/she can do, is interested in, etc. Think of the children in your class. Pick one white child and one minority group child. Then make a list of each child's interests, usual responses to situations, likes & dislikes, areas of skill and knowledge. Do you know more about the white child? Do you really come to understand and share experiences with all children in your class?

- Do you understand the dialect of minority group children in your class? Do you speak so they understand you? Have the children give you a vocabulary test on words and images common to their culture. How did you do?
- Is the culture of minority children represented in the classroom - on the walls, the activities, the materials? Are there opportunities for all children to share their culture & experiences? If you have bi-lingual children, are you bi-lingual or do you have materials available in both languages?
- Do you "anglocize" children's names - calling Pedro Peter or Jose' Joe or Willie William or Bill?
- In your school is there "tracking"? If so, are there more children of minority groups in lower track or special education classes than there are proportionately in the school or district? What about the grouping you do in your own classroom?
- Do you perceive as behavior problems children who are "culturally different"?
- Are the books and materials you use racist? How do they depict minority group members? Why not have your class evaluate the texts in terms of how they present ethnic & racial groups?

- If I.Q. or achievement testing is done on any of your students, is the test used standardized on other than white middle-class pupils? Is the testing done in the primary language of the child? What is the content of the test? Is it essentially a reflection of only white middle-class experience or does it allow any student to demonstrate ingenuity, problem-solving and knowledge?
- Does your curriculum reflect the real experience of your students?

Think about these questions in relation to your class.

Some interesting resources re minority groups can be found in the "curriculum" and "differences" sections of this book. You might also look at the following:

To Make a Difference:
Teaching in the Inner City
L. Cuban, Free Press,
New York, 1970

Teaching Strategies for the
Culturally Disadvantaged
Taba & Elkins, Rand
McNally, Chicago, 1966

PARE - People Against Racism
in Education, 10600 Puritan,
Detroit, Michigan 48238.
(resources, newsletter)

The Myth of the Deprived
Child: Poor Children's
Intellect & Education,
Ginsburg, Prentice
Hall, Englewood Cliffs,
N.J., 1972

ERIC/RCS Report: Books
That Lie and Lullabye
D. Dieterick, Elementary
English, November 1972.

(summary of works
dealing with racism +
sexism in literature)

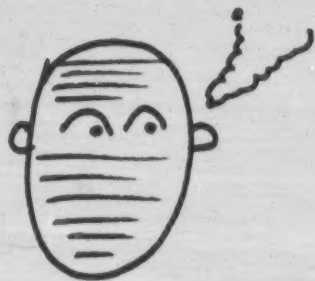
TEACHING DIFFERENCES...



WANNA HEAR A GOOD
POLACK JOKE?

Depending on who you are or where you live it could be a **NORWEGIAN** joke (North Dakota), a **NEWFOUNDLAND** joke (Toronto), an **OKIE** joke (Southern California), a **HILLBILLY** joke (Akron), or a **'TARD** joke (a state institution in New York). **WHITES** tell jokes about **BLACKS**, **BLACKS** tell jokes about **WHITES** (often the same jokes), and wherever differences are perceived, derision arises,

GOOK! HICK! CREEP!
WOP! PIG! WEIRDO! SLOB!
SNOB! FOREIGNER! UGLY!
SPIC! HONKY! FATSO!
BROWN NOSE! QUEER!
RETARD! NIGGER! DOPE!
FARMER! DUMB JOCK! KIKE!
BOOKWORM! WEAKLING!



DIFFERENCES

BETWEEN PEOPLE FALL INTO TWO MAIN CATEGORIES —

Differences of Identity

WHERE DO YOU LIVE?

SEX?

WHAT DOES YOUR
FATHER DO?

WHERE DID YOUR GRAND-
PARENTS COME FROM?

RACE?

WHAT NATIONALITY
IS THAT NAME?

WHERE DO YOU GO
TO CHURCH?

ARE YOUR FOLKS
EDUCATED?

WHAT'S YOUR
OCCUPATION?

WHAT ACCENT IS
THAT?

WHAT ORGANIZATIONS
DO YOU BELONG TO?

AND —

Differences of Performance

HOW WELL CAN HE READ?

ANY MUSICAL TALENT?

DOES SHE ACT LIKE A
LADY?

IS HE UP TO LEVEL?

ANY SIGNS OF EMOTIONAL
DISTURBANCE?

WHAT DOES SHE LIKE
TO DO?

HOW'S HER
COORDINATION?

IS HE A LITTLE
EFFEMINATE?

DOES HE GET
ALONG WITH
OTHER PEOPLE?

... with thanks to, among other forces in our society, the venerated MELTING POT THEORY of assimilation, DIFFERENCES, in ourselves and in others, are not widely and highly valued.

STATISTICALLY THE U.S. IS THE MOST DIVERSE SOCIETY ON THE FACE OF THE EARTH. DIFFERENCES ABOUND.



WELL, TO ME, ALL PEOPLE ARE THE SAME! WHITE, BLACK, GREEN, YELLOW, OR PLAID — RICH, POOR — STRONG, WEAK — THEY'RE ALL THE SAME!



THANKS, BUDDY, BUT DON'T DO ME ANY FAVORS. I DIG BEING DIFFERENT AND THAT SHOULDN'T BE ANY PUT-DOWN TO YOU — UNLESS, OF COURSE, YOU DON'T LIKE YOURSELF.

YEAH! ME, TOO. HAVING WHEELS FOR LEGS MAKES ME DIFFERENT FROM 99% OF HUMANITY. BUT, DON'T PRETEND YOU DON'T SEE ME. **ACCEPT** WHAT YOU SEE AND HELP ME VALUE MY LIFE AS IT IS!



STRUGGLING TOWARD SAMENESS

A = A = A = A = A = A = A = A = A = A = A = A = A

WE BEGIN TO DEVALUE, HIDE, AND ERADICATE
THE PARTS OF US THAT ARE *different*.



TAKE IT FROM SOMEONE WHO KNOWS. BEING DIFFERENT IS AT LEAST INCONVENIENT IF NOT DOWNRIGHT PAINFUL. AND I'M NOT TALKING ABOUT MOBILITY. I'M TALKING ABOUT INTERPERSONAL RELATIONSHIPS.

SURE, WHAT WE CAN'T VALUE IN OURSELVES IS HARD TO VALUE IN OTHERS. PERCEIVED DIFFERENCES BEGIN TO ACT AS BARRIERS, PERCEIVED SAMENESSES AS MUTUAL ATTRACTIONS. IN A CLASS DIVIDED A TEACHER TELLS THE STORY OF ALIENATION AND HOSTILITY IN A CLASS OF CHILDREN WHO WERE ARTIFICIALLY DIVIDED BETWEEN THE BLUE-EYES (THE STATUS GROUP) AND THE BROWN-EYES.



You feel better with your own kind.

They don't want us to mix with them any way.



They're better off protected from those who wouldn't understand them.

I'd love to join, but they'd never accept me.



THINK OF IT!!

If you really want to categorize humanity, the possibilities are infinite →

Color, Size, Bloodtype, Athletic Ability, Income, Hair Length, Reading Level, Sense of Humor, Attention Span, etc., etc., etc.

We can see those differences as neutral, or positive or only situationally meaningful, but it's apparently an easy step from "They're different," to "Too bad about those differences".



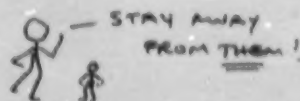
In many ways we've become a people of "US" and "THEM", "INS" and "OUTS".

So, what's the solution? (If you want a solution). Well, we've been battling that question for two decades over the issue of RACE - and that's only one of the areas of difference where we're divided. Questions about divisions based on performance are just arising in the Seventies. →

SHOULD "SLOW" AND
"FAST" LEARNERS BE
SEPARATED?

SHOULD HANDICAPPED
CHILDREN BE ISOLATED
FROM THOSE WHO ARE PHYSICALLY
NORMAL?

SHOULD CHILDREN WITH
"EMOTIONAL DIFFICULTIES"
HAVE CONTACT WITH THOSE
WHO ARE "BETTER BEHAVED"?



"You can deal more effectively with a problem when it's your focus" - has guided us to isolated settings of all kinds. Now evidence is beginning to accumulate that isolation often intensifies the actual differences and the negative valuing of the differences.

HEY! TO TELL YOU THE TRUTH, SOMETIMES I DO WANT TO BE WITH MY OWN KIND. BUT, I WANT OPPORTUNITIES TO BE WITH MY SO-CALLED OPPOSITES, TOO.

So, on an ad hoc basis, with apparently no central impetus, people have begun organizing around perceived differences and samenesses, seeking greater PRIDE, STRENGTH, and IDENTITY - AND, at the same time **ACCESS** to environments other than their own.

"LET ME IN AND LET ME BE." ⁱⁿ _____

Until now the ethnic and racial minorities have been at the forefront of that loose movement and in schools, over the past few years, curricula focusing on AFRO-AMERICANS, NATIVE AMERICANS, HISPANIC AMERICANS, JEWS, and EUROPEAN nationalities have begun to appear.

In Toronto there's a billboard that says "Thanks, immigrants, for helping make ours a diverse society."

I can't bear you Utopians who suggests that we just come together and Peace, Harmony, and Eternal Bliss are ours!



Well, that's not what I'm after! Diversification of an environment isn't easy - but it is interesting, enriching, enlightening and, potentially reinforcing to those who have been perceived as "not belonging". Besides I'd rather be turned off by someone because of what's really happened between us than by what I IMAGINE about them.

Within the past few years **WOMEN, HOMOSEXUALS, and HANDICAPPED** people have begun moving toward **MUTUAL IDENTIFICATION and POSITIVE VALUING** of themselves - and the demand that they be at least accepted if not positively valued by others.

We're just beginning to acknowledge our vast diversity as people - and like it.

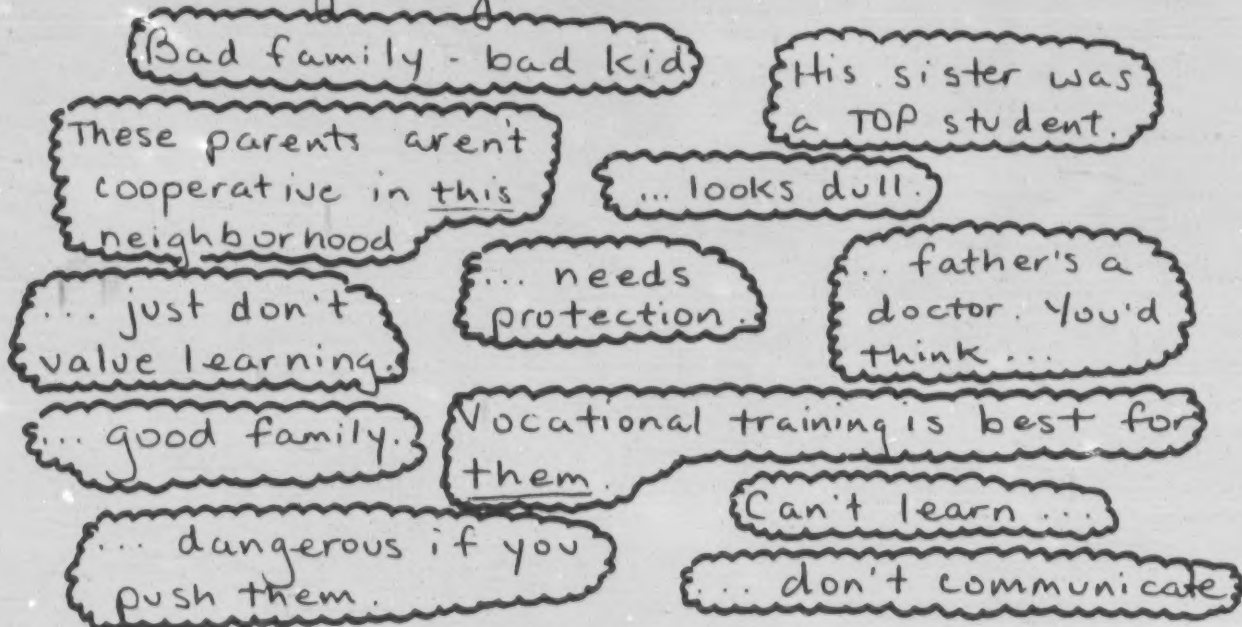
To increase your perspective on **DIFFERENCES**, check out some of the ideas and references in the sections on sexism, racism, and special education and these:

- ✓ The Right To Be Different, Kittrie, Johns Hopkins University Press.
- ✓ Determined To Live (a list of books on mental, emotional, and physical handicaps) from The Prince Georges County Memorial Library System, 6532 Adelphi Rd., Hyattsville, Md. 20782.
- ✓ Reading And The Denied Reader (a bibliography), compiled by Fearn and Martucci, International Reading Ass'n., Newark, Del. 19711.
- ✓ The Child Variance Series from The Institute for The Study of Mental Retardation and Related Disabilities, University of Michigan, Ann Arbor, Mich.

And ... talk to immigrants, prisoners, alcoholics, celebrities, and women over 6' tall about **THEIR** perceptions of difference.

PREJUDICE, PROJECTION, IGNORANCE and even GOOD INTENTIONS

are our excuses for seeing people the way we want to see them and not the way they are ---



Look At Kids, Leila Berg, Penguin Books, 1972.

The Wilderness And The Laurel Tree,
Ned O'Gorman, Harper Row, N.Y., 1972.

The Naked Children, Daniel Fader, Bantam,
N.Y., 1971.

The Myth Of Cultural Deprivation
ed. Nell Keddie, Penguin Books, 1973.

The Myth Of The Deprived Child
H. Ginsburg, Prentice-Hall, Englewood Cliffs, N.J., 1972.

... help us look at people as
they REALLY are.

HEALTH

How can a youngster be expected to read or do geometry if he/she is sick, or can't hear, or is high, or is worried about becoming pregnant?



WE NEED TO ATTEND TO THE WHOLE CHILD.

- Often early signs of illness can be detected in the classroom. Visual and hearing impairments as well as general health are needs that demand prompt attention. Difficulty in school and dramatic change in a youngster's behavior and learning can be clues to physical illness.
- In order to refer a child to any health service (unless in extreme emergency), you must consult with his/her parents.
- Make your classroom a healthy place. Teach about nutrition + exercise. Try to respond to kids' real concerns about their bodies and illness and growth. Educate yourself, too.

GENERAL HEALTH

Check your phone book. Health services usually come in 4 forms: Information & Referral sources; hospitals & clinics; private physicians; and 24-hour emergency services.

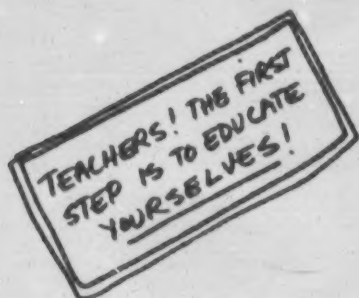
DRUGS



You can walk into almost any junior high class in the U.S. and find a larger than imagined number of drug users and abusers.

"legality" is a question for the courts but "drug awareness" is a concern of the schools. If your school doesn't have one, try to set up an information center or mini-course where kids who are curious can learn and kids in need can get help.

Out-of-school programs in your community can offer individual help to kids in need. They also are a source of information, speakers and films for use in your classroom. Look for:

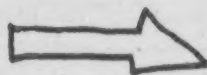


- crisis centers
- storefront counseling groups
- alternative residences for drug users
- hospital programs
- education in narcotics groups
- drug abuse prevention centers (maybe local of government narcotic addiction & control commission)
- free clinics
- hot lines

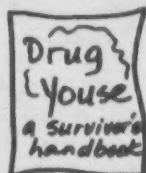
For pamphlets, teaching ideas, + local resources, write:

DO IT NOW FOUNDATION
2515 E. Thomas, Suite 25
Phoenix, Arizona 85008

NATIONAL CLEARINGHOUSE FOR
DRUG ABUSE INFORMATION
5454 Wisconsin
Cherry Chase, Maryland 20515



FOR KIDS



a comic book by
Sol Gordon, 30¢
Ed-U Areas
760 Ostrom Ave.
Syracuse, N.Y. 13210

SEX EDUCATION



The topic of sexuality is often seen as taboo in schools — but it is a major concern for many kids (and teachers, too!) You as a teacher can provide very needed help to youngsters by responding to their concerns about sex or directing them to someone else who will respond... Realistically parents + other school officials may place limitations on what you can do.

There may be programs within your school already which deal with this topic (health classes, special sex education courses, etc.). In addition most communities have groups which provide information (directly to youth but also for teachers to use in teaching) and materials, do counseling, make referrals and in some cases (like Planned Parenthood) offer direct medical services. Try

- Planned Parenthood, 210 7th Ave., New York, N.Y. 10019.
This is the national office which would have listings of local addresses. They have materials + films, are usually willing to provide speakers for classes or to have groups of children come in. Their materials cover elementary grades as well as for older youth. The Syracuse group periodically sponsors free sex education workshops for teachers.
- Contact or Birthright. In many cities. Primarily counseling re unwanted pregnancies. Anti-abortion.
- V-D Hotlines. In many cities.
- Ed-U Press, 760 Ostrom Ave., Syracuse, N.Y.
Publishes books for kids, parents, + teachers on sex, V-D, drugs. Several are in readable comic book format.



Titles from Ed-U Press include:

- in Comic Book format } Ten Heavy Facts about Sex
 30¢ single, 25¢ for } - V.D. Claptrap
 10-99 copies } - Drug Youse - A Survivor's Handbook
 - Protect Yourself from Becoming an Unwanted Parent

also -

- Facts about Sex for Today's Youth, Sol Gordon, \$2.25
- Facts about V.D. for Today's Youth, Sol Gordon, \$2.25
- Sex in a Plain Brown Wrapper, \$1.00
- Sex Education for the Mentally Retarded, Sol Gordon, 35¢
- A Basic List of Sex Education and Population Resource Ideas. Includes organizations, films, books. 35¢



Consider having available in your classroom some of the better commercial books for children. When you are looking at books about sex and love, check to see that they cover more than anatomy, that they deal with the complexities of relationships and caring that are part of anyone's concerns about sex. Some book ideas:

4-8 YEAR OLDS

- Where Do Babies Come From? M. Sheffield, Alfred Knopf, N.Y. 1972.
- A Doctor Talks to 5-8 Year Olds, D. Meilach, & Budlong Press, Chicago, 1969. Distributed by Planned Parenthood.

9-14 YEAR OLDS

- The Kid's Own XYZ of Love and Sex, S. Widerberg, Stein & Day, N.Y. 1973.
- The Wonderful Story of How You Were Born, S. Gruenberg, Doubleday, Garden City, N.Y. 1970.
- A Doctor Talks to 9-12 Year Olds, M. Lerrigo, Budlong Press, Chicago, 1969. Planned Parenthood distributes.

ADOLESCENTS

- Commonsense Sex, R. Haeur, Beacon Press, Boston, 1968.
- Our Bodies, Ourselves. Boston Women's Health Collective, Simon & Schuster, N.Y., 1973 (for women)
- True to Life - a magazine like "true romances" with sex education message. From Planned Parenthood.



RECREATION

Recreation without the -"tion" is recreate. We all need to recreate, to play. For many kids recreation activities offer gratification they never get from school; success and feeling good about yourself can come through shooting baskets or developing pictures. "Extra-curricular" activities can turn a person's life around. We all know people for whom a church group, Boys or Girls Club, or sports team has been a most important experience.

Recreation also gives kids a chance to interact with adults who are in non-evaluating roles. As a teacher you can encourage youngsters to be in good recreation programs, or you can recommend them to parents, or you can get involved with the kids in sports or crafts yourself!

Typical Recreation programs in your community might be:

- Boys Clubs and Girls Clubs
- Boy Scouts and Girl Scouts
- Campfire Girls
- 4-H Clubs
- YMCA and YWCA and YMHA
- Church affiliated programs like the C.Y.O.
- Family center programs
- Adult education activities
- parks and recreation departments
- art museum teaching courses



SUMMER CAMPS

Summer can be long and boring for kids with nothing to do. Camps can offer environments that let a youngster enjoy the lessening of school pressures without sacrificing activities and stimulation. Camps offer chance for kids to interact with peers and adults in an enjoyable way.

Teachers can help parents and children get in touch with camp programs. If the child is one with special needs, consider a typical camp program rather than a segregated one as a way of his/her having contact with typical peers. Each camp varies in terms of kind of program, hours,

and fees. Your local community service directory probably lists camps. Contact the specific sponsoring agency for up-to-date information on the camp.

Typical groups that sponsor camps are:

- Religious groups (like the C.Y.O., Council of Churches, other denominations)
- Girl Scouts, Boy Scouts, Campfire Girls
- Girls Club, Boys Club
- Civic groups like the Rotary, Elks, etc.
- YWCA, YMCA, YMHA
- Parks and Recreation Departments
- Salvation Army
- Family Centers
- Outward Bound

For information on camping programs and the out-of doors, you can contact

Outward Bound
165 W. Putnam Ave.
Greenwich, Conn. 06830

Sierra Club
1050 Mills Tower
San Francisco, Ca. 9404



EMPLOYMENT- JOBS AND TRAINING FOR KIDS

There used to be a popular rock and roll song called "Get a Job." Rock and roll may be out but getting a job is in. Our society says work is a good thing. And each of us learns and gets turned on by things that have direct effect on our lives. Jobs after school or part-time vocational programs can give a person skills, a paycheck, a better self-concept. Teachers can help students make contact with job resources within the community. BUT....

CAUTION:

Job training can be a form of tracking and discrimination. Some find "career training" programs are not-so-subtle forms of racism, sexism and classism, where minority group children, women + poor children are tracked into special job areas.

Job training should be a choice freely made by a youngster and his/her parents when all the options are made clear. The job or training should enhance that person's chance of success, should open up the future rather than narrowing the range of options available.

The following are some sources of jobs and job training for youth:

- URBAN LEAGUE - Job counseling and placement for "disadvantaged" + minority group members, 18 years and over. Offers no training but makes referrals to other agencies; placement in semi-skilled positions. Check your phone book for number.
- OFFICE OF VOCATIONAL REHABILITATION (OVR) - offers diagnosis, job placement and counseling for persons with "disabilities which create a substantial handicap for employment" and who have "potential for work success". Each client is evaluated before job placement or training. There are no age limits. Supportive counseling is offered to help persons deal with job adjustment. Must be labeled to receive services. Contact your state OVR office.
- NEIGHBORHOOD YOUTH CORPS - provide training in skills such as auto mechanics, nursing care, carpentry, etc. Programs are offered to people who are in school - ages 14-21 years
 out of school - ages 16-25 years
 summer - ages 14-21 years.
- STATE EMPLOYMENT SERVICE - registers people for employment, has a library of occupational information, lists of jobs, civil service test dates. Counselors help clients define "occupational goals." Must be 16 years of age at least; under 18 need working papers.

- CAREERS - funded by Model Cities monies. Finds jobs for persons who want employment. 18 and up.
- GOOP - Guided Occupational Orientation Program. A federally funded project to integrate career education with regular curricula in schools. Available to classroom teachers through selected school district offices.
- VOCATIONAL and OCCUPATIONAL EDUCATION PROGRAMS IN YOUR SCHOOL DISTRICT. Explore what kind of programs are offered within your own school district. Often half-time programs are available where a student can work in a training setting part day and in regular classes the rest.

➔ In addition to formal programs:

Consider helping a youngster create her/his own job or to seek out little known jobs that reflect a personal interest. For instance, an animal lover might contact veterinarians and zoos about possible work or start a dog-walking service or babysit for cats on holidays.

For good ideas, try the following:

Teenage Jobs

by Ruth Lembeck,
Dell Publishing Co.,
New York, 1971.
95¢ paperback

Forty Projects by Groups of Kids

National Commission on Resources
for Youth, 36 W. 44th St., Room
1314, New York, N.Y. 10036.
\$2.00. Also puts out quarterly
newsletter (free) of outstanding
unusual projects for youth.

MAKE

THE

SPACE

YOUR

PLACE.

Outer space reflects inner space.
We carry our settings with us,
transforming the places we come into.

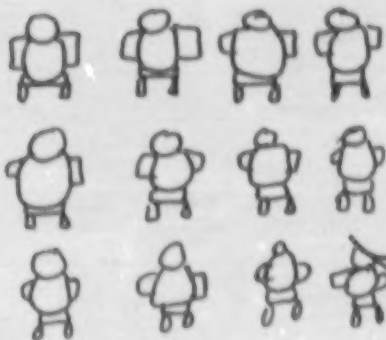
"One way into learning
is through learning space -
the classroom, its arrangement,
its design, what it says about
you, and what you do.

The walls have expectations
the place is full of silent messages.

Look at your room before or after class:
even without you or the kids or the books
the room is a source of information
that tells you and the kids
what is expected.

Your classroom expresses who you are
how you teach
what you teach."

from
The Farallones Scrapbook



Teacher controls!
Don't talk!
Learning is one way
Other kids aren't
there!

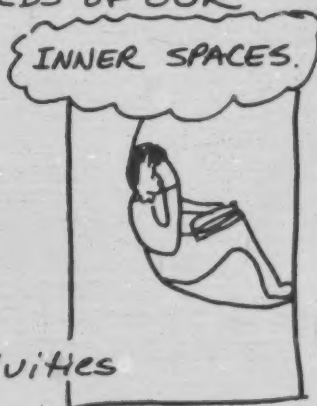
WHAT DOES YOUR CLASSROOM SAY?
IS IT YOU? IS IT THE KIDS?

We can get trapped in the form.

OUTER SPACES SHOULD MEET THE NEEDS OF OUR

DOES YOUR CLASSROOM HAVE
SPACES FOR:

- ?
- quietness
 - noisiness
 - privacy
 - socializing
 - comforting
 - working on structured activities
 - active and physical play
 - being angry
 - being happy....



IF NOT, HERE ARE SOME THINGS YOU CAN TRY:



HAVE PARENTS
AND KIDS HELP!

Paint everything! — chairs, tables, walls, doors. Use red, orange, yellow.

(Paint the outside of the door, too!)

Decide on one wall as a continually changing mural.

If you can't paint, cover the room with butcher paper and paint it.

Cover walls with burlap or tie-dye sheets or other fabric; it all makes the room warmer.

Open the windows, raise the blinds and shades. Turn plain windows into stained glass with tissue paper.

DIVIDE $\div$ IT UP

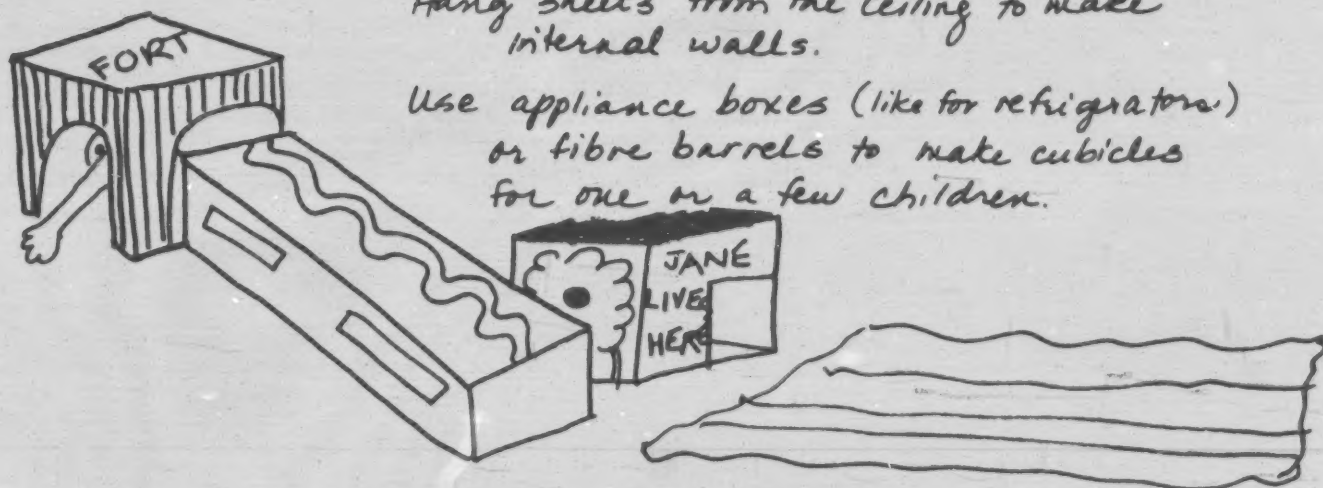
Use movable blackboards, bulletin boards, and bookcases as dividers.

Blow up inflatables, erect tents, build domes, hang parachutes to make private spaces.

Build dividers from cardboard. (Cardboard carpentry teaches math, too.)

Hang sheets from the ceiling to make internal walls.

Use appliance boxes (like for refrigerators) or fibre barrels to make cubicles for one or a few children.



Make places for particular people's "things" and for particular activities.



Make a Post Office from a Soda Carton



Ice Cream cartons are really useful!



Learning Centers!

SOFTEN IT UP



Bring in rug, pillows. Make a rug from carpet squares.

Solicit old couches and soft chairs from parents + others.

Make cushions and beanbag chairs.

Hang fabric from the ceilings + on the walls.

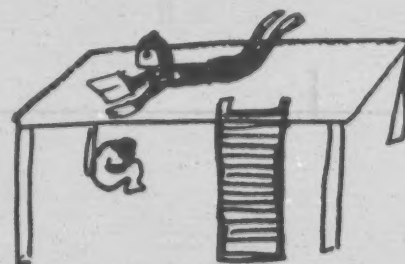
Swap your desks for tables + chairs, cushions and rugs.

Make quiet reading places, hugging places.

Bring in a coffee pot — to have hot water for cocoa, tea, soup.

NEED MORE SPACE?

Go Up



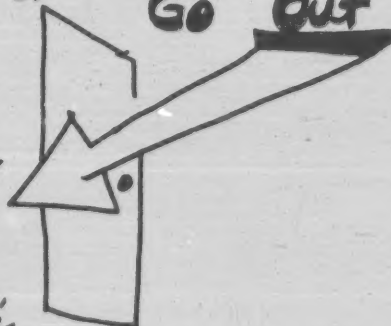
Build lfts!

or

Go Out

Use the corridor!
for tutoring, reading
activities with
other classes

Add desks, cushions,
tables, artwork.



NEED HELP RE-THINKING THE SPACE?

The Kids. Pile all the furniture in the middle of the room and together you and the kids plan how the room will look. Change it when it doesn't seem useful or when it isn't meeting your needs.

Kids love to make real things, things that have meaning in their environment. Build dividers, cubbyholes, bookshelves. It's a great way to teach math, measurement, architectural concepts, physics, psychology etc!

The Parents. Have a decorating party.

Ask parents to contribute old furniture, sheets, rugs, paintings, containers, cardboard.

Use parent expertise and energy to make things for the room.

The "Experts". Call professors in the architecture department of a college/university and see if their students need a project. They could re-design your classroom, build a playground!

Read books! like -

Farallones Scrapbook:
Making places, changing
spaces, in schools, at
home + within ourselves

Random House, New York,
1971.

Change for Children, Ideas
and Activities for Individualizing
Learning, Kaplan, Kaplan,
Madren + Taylor, Good year
Publishing, Pacific Palisades
Calif. 1973

The Further Adventures of
Cardboard Carpentry,
Workshop for Learning Things,
5 Bridge St., Watertown, Mass.
02172. \$ 2.00.

MAKE

THE

SPACE

your
PLACE.



behavior is defined by the norms of the environment. That means ... the SAME behavior is seen DIFFERENTLY in DIFFERENT situations and by DIFFERENT people.

FIGHTING, obedience, LOUDNESS, sharing, RUNNING, assertiveness, CURIOSITY, humor, PERFECTION - have no ABSOLUTE value. They are given value by **PEOPLE** according to their beliefs about what a given setting should be.



There are times when I want my classroom to be physically active and times when I want it quiet.

I don't think a school setting should reflect 100% the environment of the homes and neighborhood





I try to get students to help establish the behavioral standards for our class. They may become different from what they're used to, but if they're clear and they feel some ownership of them, they are more inclined to accept them and live by them.

I wanna do this!

I won't do it!

My mother says I can!

You can't do that!

Doesn't it get pretty confusing?

I can't!

Stop!

I don't wanna!

Do this!

You can't make me!

Who do you think you are?

I don't dare!

... or else!

Sure, so many schools have established a **BILL OF RIGHTS** for **STUDENTS AND TEACHERS** as a basic guideline to behavior (both children's and adults'.) Here's an example:

Everyone in this school has the right to:

- ① work without being disturbed,
- ② access to all materials, supplies and other resources,
- ③ ask any question relevant to his/her program, behavior, relationships, rights, etc.,
- ④ help when requested,
- ⑤ his/her own private space,
- ⑥ be left alone when requested,
- ⑦ tell others how they feel about them without being judgmental,
- ⑧ feel safe from intimidation from anyone,

In this list drawn up by students, parents, teachers, and administrators, everyone is seen with the same basic rights.



It hasn't solved all of our problems, but in the year since we implemented it it really has fostered a new atmosphere of fairness and cooperation



I know what's expected of me now.

In some schools people have agreed upon a list of NON-NEGOTIABLE rules enforced by everyone. Here's an actual list from a classroom wall →

NO RUNNING IN THIS CLASS!

NO STANDING ON THE FURNITURE!

NO FIGHTS - IF YOU CAN'T CONTROL YOURSELF ASK SOMEONE TO HELP YOU!

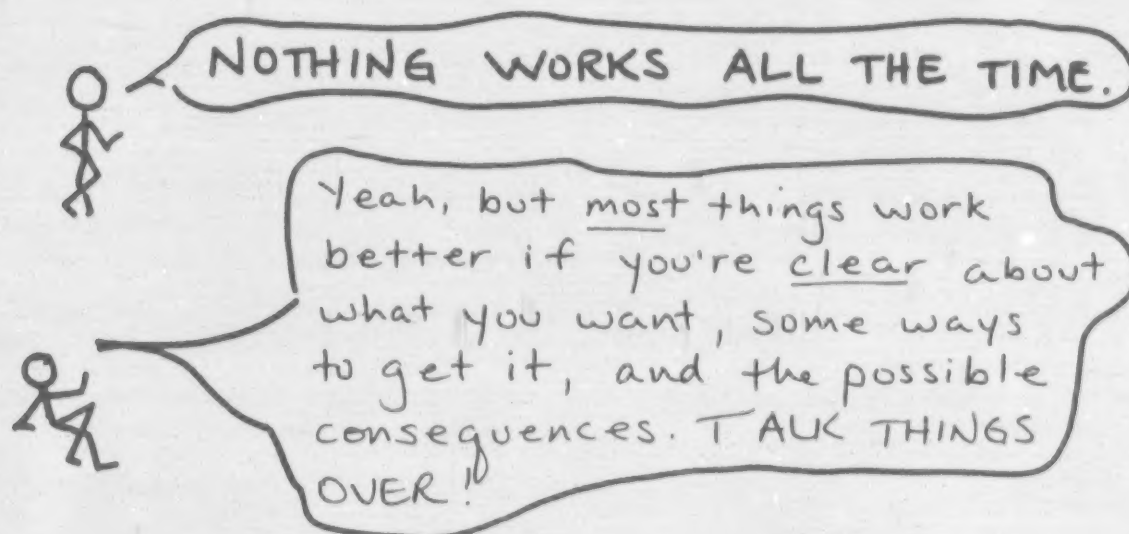
IF YOU'RE MAD AT SOMEONE SAY IT PRIVATELY!

PLAY WITH PEOPLE WHO WANT TO PLAY AND STOP WHEN THEY SAY STOP!

KEEP A RECORD OF YOUR OWN WORK.

DO ONE THING TO SHARE OR HELP ONCE A DAY AND WRITE IT DOWN.

THIS APPLIES TO EVERYBODY!
YOU TOO!



Many teachers see that **SELF** - awareness and **SELF** - evaluation are valuable goals and have encouraged their students to **CLARIFY THEIR EXPERIENCE** by keeping LOGS OF BEHAVIOR including:

The ways I helped people today...

How I used learning resources...

Some ways I avoided conflict...

This is how I showed my feelings today...

The record can be written, taped, transcribed, drawn, etc.

92/93



There's a lot of academic content material involved in recording behavior - a good way to get at feelings and skills.

My kids' language skills have improved tremendously since they've been talking and writing daily about themselves.



Yeah, yeah. But, LET'S FACE IT! Try as you may to program it out, you're still left with some difficult behavior. And, in the end, it's the teacher who ends up dealing with it! Any suggestions for when rules, bills of rights, and self-monitoring break down?



Well, sure, there are WAYS.
Just don't look for THE way.

START by beginning to diversify your repertoire of responses to various situations. Think in terms of: ——— WHAT YOU BELIEVE IN.
 WHAT IS ALLOWED.
 WHAT YOU CAN DO.

Let's take an example of a behavior most teachers find intolerable in the classroom ———



O.K. Now, let's assume that Beth and Steven are facing each other down



Now there are nearly an infinite number of responses possible from the adult. Let's take a look at a few of the viable ones:

I think they're just looking for my attention. I'll ignore them for a moment and hope they stop.



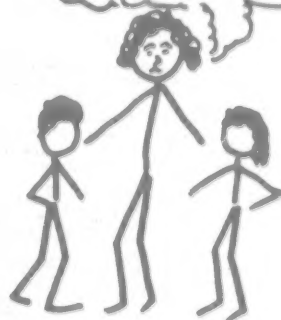
Maybe a stern look and a hand gesture. They'll know I recognize them and disapprove, but that won't embarrass them in front of the others.



You two have been angry at each other all day. Could I help you talk over what's bothering you?



Just my physical presence seems to help.



What are two wonderful, loving, beautiful people like you doing looking so angry? Come over here so I can give you a big hug and make you feel better.



Hey! Look at me! Do I look as mad as you feel? I personally think your mad look is a lot better than mine.



I guess you need some help in working together. Let me sit down with you for a few minutes and get you going on your project. Then, if you have any questions, you can ask me.



Beth, you've been upset for a while. I'll bet you're angrier at me for losing your spelling paper than you are at Steve. If that is it, let's cut the fighting and talk about what's really bugging you. O.K.?





O.K., Beth. How about your working with Michele and Darlene for a while? I guess being with Steven is a little too much for you right now.




Steven, could you spend a few minutes at the listening station being alone, cooling off, and hearing something you enjoy?



Steven and Beth! Please! Don't fight in the room! I really can't take it today and I'd greatly appreciate your stopping right now!



If you both stop fighting right now, I'll let you stay in with me at noon and eat your lunch here.



Steven, I know you're having a hard time controlling yourself right now. Would you walk away from Beth, stand in the hall for a few minutes and cool off? Don't worry. I'm not saying you're wrong. I just feel you need a little time alone.





I'm going to hold you
both until I feel your
bodies relax.

STOP or I'm going
to keep you here
during gym period
today!!



And so on. Every teacher
has his/her own way of dealing
what they define as extreme
behavior. REMEMBER - there
are no experts on behavioral
intervention and no single approach
works all the time with all
children. But, the more minds
you put together to develop ways
of handling behavior, the
more you open up the possibility
for diversity.

Spend a few minutes every week with students, other teachers, and parents BRAINSTORMING appropriate behavioral interventions. One group, confronting the problem of fighting, developed these additional suggestions which, they say, have helped:

- PANTOMIME your anger to the other person - No talk, no touch!
- TAPE record your angry feelings and listen to them with the other person.
- POUND nails until you no longer feel angry. Then talk to the other person.
- TALK to your body - your fist, heart, tongue, mind - whatever seems most involved in the anger - about why it feels so angry.

- Set aside a weekly time for letting out real angry feelings
- legitimizing it in a safe, constructive way



OTHER RESOURCES FOR DEALING WITH BEHAVIOR ...



Whose? Kids'
or teachers'?



Both.

Conflict In The Classroom, Long, Morse,
Newman; Wadsworth, Belmont, Cal., 1971

Schools Without Failure, Glasser, Harper
and Row, New York, 1969.

Rational-Emotive Education, Wm. Knave,
Institute for Rational Living 45 E. 65th St. N.Y., N.Y. 10021, 1974

T-A For Tots, Allyn Freed, Talman Press, 1974 and

T-A For Kids, Freed

Family Council (The Dreikurs Method of putting an
Dr. Rudolf Dreikurs, end to war between parents and
Henry Regnery Co., Chicago children and between children
1974 and children)

Children Who Hate and Controls From
Within, Redl and Wineman, FreePress, N.Y. 1951 + 1952

Parent Effectiveness Training and
Teacher Effectiveness Training (coming)
Gordon, Wyden Press, N.Y., 1970

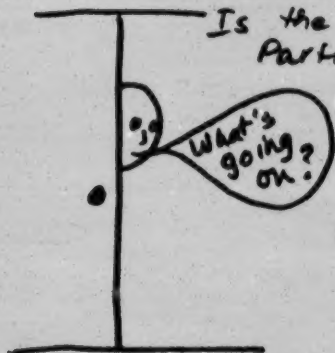
What's Going on in Your Classroom?

A GUIDE TO CLASSROOM OBSERVATION

One of the most valuable sources of feedback is other people. What follows here is a guideline for things to look for in a classroom. It is easiest to have an observer use it in looking at your classroom and then talk with you about it. These questions are not exhaustive but will direct your attention to some important areas of activity. Your evaluation of what is observed will depend upon your own values.

ADULT ROLE

- How much of the activity is initiated by the adult?
- Does the teacher act as the source of information or does he/she direct students to various sources?
- How much of the teacher's activity appears to be planned? Spontaneous? Is the teacher comfortable with spontaneity?
- Does the teacher act as the evaluator of students' activity? Constantly? Occasionally? Seldom? Do students ever evaluate themselves?
- Does the teacher delegate various classroom functions to students or assume most of them him/herself?
- When the teacher speaks to students, what is the tone? Paternalistic? Fraternalistic? Helpful? Challenging? Concerned? Detached?
- What does the teacher do?
- Are there rules and procedures which are obviously mutually understood? Does the teacher act as an enforcer of rules?
- Is there self-enforcement among the students?
- Is the student-teacher relationship one of disciple-master? Partners in a dialogue? Learner-facilitator? Does the teacher participate in learning?
- Does the teacher seem to enjoy what he/she is doing?
- How formal is the classroom? What is the teacher wearing? What do the children call the teacher?



STUDENT ROLE

- How much of the activity is initiated by the students?
- What are the students doing? All the same thing? Several different things? A wide variety of things?
- Are students sources of information as well as the adult?
- Do students enjoy what they are doing?
- Do students seek the evaluation of the teacher? Follow techniques of self-evaluation or of mutual student evaluation?
- Do students help each other in learning situations? In any other activities?
- Do students have responsibility in the classroom? Is the responsibility delegated by the teacher? By class consensus? Assumed individually? Seized?
- How much student interaction is there? Is it part of the class routine? Is it approved by the teacher? Encouraged?

PHYSICAL ENVIRONMENT

- Is the atmosphere mainly teacher created? student created? Created mutually?
- Is the environment flexible? neat? varied?
- Does the environment enhance class activities? (consider light, colors, availability of materials, etc.)
- Is more attention paid to physical environment than to what happens within it?

ACTIVITIES

- Are they standard and varied?
- Do they follow a pattern (loose or rigid)?
- Are they appropriate to maturity and interest levels of students?
- Are directions clearly defined and understood?
- Do students have a choice of activities? Always? At certain times?
- If there is a variety of activities, do they enhance or compete with each other?
- Are the materials appropriate to the activities?
- What is the student responsibility for his activity? "Complete all work"? "Try hard?" "Do as much as you can, but do it well?" "Correct your own work"?
- Is the community used as a classroom? Are other resources used? What is the range of options for materials and activities?



WHAT'S ON?
GOING ON?
IN HERE?

Guide to Special Education

? What's ^{special} about special education?

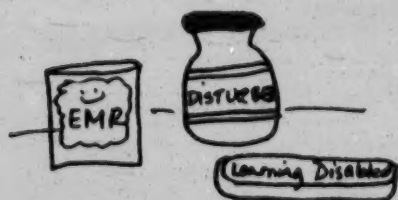
Special education should mean an education that is especially good, appropriate, motivating. But special ed has usually meant putting labels on children and "canning" them - segregating groups of children in separate rooms or buildings.

This process tries to
meet the needs of special children
not meet the special needs of all children.

The NEEDS ARE SPECIAL, NOT THE CHILDREN.

? How do children become ^{special}?

Children become special by means of a four-step process:



referral
testing
labeling
placement.

1. Referral: A child is usually referred to the school psychologist by her/his teacher or principal. Parents rarely make referrals or are even aware their child might be evaluated. If the child has been severely disruptive or has a record of fighting, he or she might be sent directly to the district school psychiatrist.

After the initial contact with the psychologist, the child is tested.

2. Testing: A variety of tests are used to assess student ability or emotional health. Some of the most frequently used tests are:

For IQ.		— Stanford-Binet
		WISC (Wechsler Intelligence Scale for Children)
non-verbal measures	{	Columbia Test of Mental Maturity
		Leiter International Performance Scale
		Grace-Arthur Point Scale
vocabulary measures only	{	Peabody Picture Vocabulary Test
		Ammons Full-range Vocabulary Test

For Developmental Skills - language + perceptual-motor measures	— Bender Visual-Motor Gestalt Test Frostig Developmental Test of Visual Perception Illinois Test of Psycho-linguistic Abilities (ITPA) Vallett
---	---

For Social Development

- Vineland Social Maturity Scale
- Cairn-Levine Scale

For Emotional State

- Rottor Sentence Completion
- Rorschach
- TAT (Thematic Apperception Test)
- Draw-a-Person (Goodenough)
- School Apperception Method (SAM)

(For descriptions of these tests, talk with your school's psychologist or read the Buros' Mental Measurements Yearbook, found in most libraries and containing descriptions of all tests, their validity, reliability, etc.)

★ A student's scores on any of these tests can vary greatly with the testing situation - the child's comfort level with the examiner, her inattention, her anxiety or even hunger can affect her performance. The way in which the test is administered can increase or decrease a student's score.

★ In addition, one should question the validity and reliability of many of the instruments. That is, does the test measure what it's supposed to measure and does it work consistently over time? Many tests have only been standardized on white middle class children, so the sample your child is being compared with may be very different culturally.

★ One should be aware of the content of the test - not just the final scores. Many are culturally biased toward the white middle class culture. Ask the psychologist to show you items on the test. Use the test diagnostically: what kinds of things did the child do well on, which ones were difficult? Can you correlate the test results with what you know about the child in the classroom? Ask for a

RETEST if you think it's necessary.

A Good Psychological evaluation should include not only formal testing, but observation of the child in the classroom, discussion with the teacher and parents, "informal" testing, and talking with child himself/herself. In many cases formal testing may be unnecessary and inappropriate; testing won't help you plan a program for a child. Be sure any evaluation takes into account the interaction between the child and his environment and is geared toward aiding the teacher in programming.



3. Labeling: After testing a child is usually labeled in some ways. Many times this labeling occurs because placement in special programs demands it; in many districts funds are tied to children being identified and labeled as having particular disabilities. Often the labels have the effect of stigmatizing individuals and stereotyping them. In addition the labels are seldom educationally relevant; that is, they do not describe how to teach a child.

LABELS OFTEN USED IN SCHOOLS

Physically Handicapped
Deaf, Blind, Orthopedically
Handicapped, Hearing Impaired
 • B. Wright, Physical Disability - A Psychological Approach, Harper, New York, 1960.
 • Greenberg, In This Sign, Avon, N.Y. 1972.

Mentally Retarded

Educable (EHR), trainable (TMR)

- Sarason, Psychological Problems in Mental Deficiency, Harper & Row, N.Y., 1959.
- Hunt, Nigel, Diary of a Mongoloid Youth, Helix Press, New York, 1967.
- Farber, Mental Retardation: Its Social Context & Social Consequences,
- Buck, The Child That Never Grew, J. Day Co., New York, 1950.

Social-Emotional Problems

Emotionally Disturbed, Socially Maladjusted, Behavior Disorder

- Reiss, Children Who Hate, 1957, and Controls From Within, 1952, Glencoe, Free Press,
- Park, The Siege, the first eight years of an autistic child, Little Brown & Co., Boston, 1967.
- Hewitt, The Emotionally Disturbed Child in the Classroom, Allyn & Bacon, Boston, 1968.

Learning Disabled (L.D.)

- McCarthy & McCarthy, Learning Disabilities, Allyn & Bacon, Boston, 1969.
- Hart & Jones, Where's Hannah?, Hart Publishing Co., New York, 1960.

Multiply-handicapped

Programming: After evaluation and labeling, a child's case goes before school officials (teacher committee, principal, "committee on the handicapped") who decide what recommendations should be implemented for class placement or special help. In most states parents can appeal the decision about class placement and during the hearing can bring in experts to testify. In New York State the District Committee on the Handicapped should evaluate the placement each year of each child labeled handicapped; a child should be re-evaluated thoroughly at least once every three years.

Teachers should be aware of the processes in their district and state by which decisions are made about programming. They should know the legal rights of parents and children in their state. They can involve parents and children as much as possible in all the steps of the special education process.

Kinds of Services Available

- Regular class placement with help from volunteers, other children, resource teachers, crisis teachers, itinerant teachers.
- Partial special class/regular class
- Full-day special class
- Special schools
- Homebound Instruction
- Exclusion/Non-school treatment (hospital, etc.)

These represent a continuum from most "normal" to the most segregated. Our bias is that the most "normal" setting possible is always the best choice for placement - if adequate support can be provided for the teacher and child.

ISSUES in the Special Education Process

- ★ Most special education labels/categories are not educationally relevant. Calling a child educably retarded does not tell the teacher how to teach him/her.
- ★ Categorizing people leads to stereotyping them. We begin to assume that all children labeled "Emotionally Disturbed" are alike, which is far from true. There is as much variability within people labeled "disturbed" as between people so labeled and people called "normal."
- ★ The labels stigmatize individuals and also can become excuses for poor educational programming. "He's retarded and that's why I can't teach him." Once labeled it is almost impossible for a person to eliminate the stigma.
- ★ Labeling and segregated programming have negative effects on a child's self-concept. All our behavior is filtered through how we see ourselves; if we feel we'll fail, we won't risk trying. A child called "retarded" or "disturbed" knows she/he is devalued and may limit his/her own achievement from the beginning.

Irving Goffman,
Stigma, Anchor-
Hawthorne, N.Y., 1963.

Rosenthal &
Jacobson, Pygmalion
in the Classroom
Holt, Rinehart &
Winston, N.Y., 1968

- ★ Labeling a child affects teacher expectations and can lead to a self-fulfilling prophecy. If teachers don't expect a child to learn, then they won't try to teach and the child won't learn. "We are what we are expected to be."

- ★ Segregated programming reduces the possibility for positive modeling. Students exposed only to others who have difficulties don't have an opportunity to see or learn more appropriate behavior.

Inequality in
Education (journal),
Harvard Center for
Law & Education,
61 Kirkland St.,
Cambridge, Mass.

Ginsberg, The Myth
of the Deprived Child,
Pentecost Hall, N.Y.,
1972.

Fader, The Naked Children,
Bantam, N.Y., 1971.

- ★ Labeling from testing usually reflects a cultural bias that discriminates against minority group members. A high proportion of special education students are black or chicano - which reflects the "white, middleclass-ness" of tests and the testing process (e.g. tests are given in English even to students whose primary language is Spanish). Recent court cases have led to orders requiring tests given in the primary language of the child and requiring reevaluations of students in special education classes.

- ★ Labeling and segregated programming are non-normalizing. Normalization means that persons with disabilities are entitled to as normal a life as possible - with the same activities, options, and rights as typical persons. This means the right to go to a typical school, to have friends, recreational activities, etc. and the right to experience risk and failure, if necessary, in learning how to live in the world.

★ Separation of "special" children from other children is discrimination. Unless our children learn to respond to individuals and value them for their differences, our society will never become more accepting. To do this, all "typical" children need to be exposed to children with special needs and have help from teachers in learning to respond to them as friends.

★ We must question our own prejudice. Is the child we label "disturbed" really just "disturbing" to us? Is a referral to special education a teacher's way of not dealing with a problem? Are special education programs another means our society uses to punish deviance and control access to educational success and power? Schools are society's prime labelers; at no other time in a person's life cycle is he/she evaluated as during school years.



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THE NATIONAL TREND IS TOWARD MAINSTREAMING. COURT CASES AND STATE LEGISLATION ARE REQUIRING SCHOOLS TO PROVIDE PROGRAMS FOR ALL CHILDREN ("zero-reject") AND TO MAKE THESE PROGRAMS AS NORMALIZING AS POSSIBLE. THIS MEANS THAT MORE AND MORE CHILDREN WITH SPECIAL NEEDS WILL BE COMING INTO THE SCHOOL SYSTEM; AND THAT REGULAR CLASS TEACHERS WILL BE EXPOSED TO, AND ASKED TO RESPOND TO, CHILDREN WITH LABELS AND HANDICAPS.

? How can children with Special Needs be served in schools without the stigmas and problems embedded in the usual special education process? How can they be involved in the MAINSTREAM of education?

- Individualized Instruction and Open Curriculum approaches where activities are chosen to allow children to function at their own level and as independently as possible. This means the classroom needs materials that children like to use and experiences that are both teacher-directed and child-directed. See the Curriculum section of this book for ideas and resources.

- Support to Teachers in the form of Resource Teachers, Itinerant Teachers or Crisis personnel, Instructional Specialists, etc. who can help teachers learn skills and share the burden around programming and problem-solving for individual children.
- Human Resources in the classroom — other kids, parents, volunteers — to tutor, talk, teach.
- Group Activities in which children with many different skills and abilities can participate.
- Affective Education activities helping children deal with their feelings about themselves and others and their behavior toward people who are different.
- Development of Diagnostic Skills on the part of teachers, to tune into children's styles and the sources of their learning & relating problems.
- Flexibility and Problem-solving. No one process works for everyone; teachers need to be experimental and try things out — and teach children to be that way, too.
- Communication with Parents via home visits and invitations for parents to come into the classroom. Everyone learns better
- Seeking Support from Other Teachers and Giving It Too. Share ideas, joint projects. Don't be a lonely teacher.

For Special Education Teachers.....

to integrate children with special needs into schools

- Get to know regular class teachers. Talk about your class. Participate with all teachers in the life of the school - faculty meetings, committees, teams.
- Integrate your children into the public parts of the school and community. Go to gym, lunch, assemblies, the library with children in regular classes. Go shopping at the neighborhood store.
- Invite other classes into your room: have a movie, a hookenany, a chess or sports tournament.
- Arrange tutors for the children in your class from other classes and have your children go out to help younger classes. Get kids to act as "buddies" for specific activities, like gym, art, etc.
- Have joint projects with other classes (a mural, a bake sale, a school-wide contest).
- Swap off with another teacher: work with some of his/her children if your children can spend time in that class.
- Talk about your class in faculty meetings. Plan a program to educate other teachers about children with special needs. Do "consciousness-raising" about teachers' attitudes toward handicapped people.
- Help your children talk about their feelings about themselves and help them respond to others, i.e. "What can I say when someone calls me retard?"

- Help other teachers educate children about disabilities. This may mean developing exercises so children can empathize or finding books about children who are handicapped or talking in small groups about feelings toward people who are different. See the Differences section of this book for some ideas.
- Share your skills, offer to teach teachers what you know about anything - perceptual-motor problems, affective education, art, etc.
- Share materials; if you have a stove or games or play areas in your room, invite other classes in to use them.
- Publicize your class activities. Do a bulletin board with photos of what the children have been doing. Contribute to the school newspaper and assembly programs. Put papers & projects up on the door & walls. Make your class valued.

* * *

Some Reading on Mainstreaming

Birch, Retarded Pupils in the Mainstream, C.E.C., Reston, Va., 1974.

Johnson, A Blind Child Becomes a Member of Your Class, Am. Found. for the Blind, New York.

Northcutt, The Hearing Impaired Child in a Regular Classroom, Alex. Graham Bell, Washington, 1973.

Anderson, E., The Disabled Schoolchild, Methuen, Dist Barnes & Noble, N.Y. 1973

Kreinberg & Chow, Configurations of Change: Integration of Mildly Handicapped Children into Regular Classes, S.F. Far West Lab., 1855 Folsom St., San Francisco, 1973.

Gaddis, Teaching the Slow Learner in the Regular Classroom, Fearon Pub., Belmont, Cal., 1971.



All education should be special for every child.
Each child should be valued, given options;
each child should be responded to as an
individual with needs and interests.

An educational program should be chosen
in the child's best interests, in the present
and the future. This choice is a tremendous
responsibility and should involve both the
child and her/his parents.

Teachers can do their part by valuing the
individuality of each child, supporting the
most integrated and normalizing program
that seems appropriate, and helping other
adults and children learn responsive
attitudes toward those with special needs.

VOLUNTEERS

SCHOOLS need more

PEOPLE — because no one can do everything;
 because every teacher can use help and someone to talk to;
 because kids have so many different needs;
 because kids thrive on contact.

WHERE TO FIND THEM



1. Other Kids - in the same school

Cross-Age Helping Packet

Lippitt, Eiseman, & Lippitt
 Center for Research on the
 Utilization of Scientific
 Knowledge, U. of Michigan,
 450 City Center Bldg., Ann
 Arbor, Michigan, 48108

Children Teach Children

Gartner, Kohler, Reissman,
 Harper & Row, N.Y., 1971

- in other schools - Try Future Teacher groups, service clubs, social studies classes. You might call guidance counselors or other special teachers. One school gave students school credit in social studies for volunteering 2 afternoons a week at the local association for retarded children.

2. Parents - solicit parents from your class(es)

- Call the P.T.A. and ask them if they'd like to organize parent volunteers as a project.

3. Colleges/Universities - Call the campus volunteer Center, student sororities, service organizations.
- Contact professors in the education departments. Students may be required to do field work for a course. You may also be eligible for a student teacher.
 - If you are interested in help in a particular subject area, try the relevant departments (e.g. art, languages, speech therapy, math, etc.)

4. Retired Persons - Many retired persons have skills from which children & youth could benefit. Call social service components in homes for the elderly or organized groups of older people.

5. Other Community Resources -

For information, ideas about the volunteer movement:

Nat. Center for Volunteer Action
1735 I Street N.W.
Washington, D.C. 20006

Assoc. of Volunteer Bureaus
P.O. Box 7253
Kansas City, Missouri 64113

General - Through the local Volunteer Center (community chest may have one or check the phone book); the junior league, and other service groups. Put ads in the paper.

Specific Skills - Do you have a kid in class who's turned on by car engines? Call garages or auto mechanics to find someone who might spend time with him. Then you tie in reading, math & other skills to this strong interest.

WAYS TO USE THEM

Volunteers

In School - general person power for specific time slots

- specific content via tutoring, mini-courses, group presentations
- "specializing" kids, i.e. giving one-to-one attention to a child who needs it. (even to one who doesn't!)
- taking kids out into the community on field trips, apprentice programs
- making materials for kids to use (taping stories, making games, etc.)
- consulting to teachers by observing what's going on & describing it, give you the teacher - another perspective on what's happening.

Out of School - being a "buddy", doing things with a child or youth outside the school setting, being a friend.

- set up apprenticeships oriented around a youngster's interests. For example, if a child loves animals, have her/him work at the zoo or the Humane Society. One small free school has kids working at a music store, health food store, day care center, auto co-op, stereo repair store and a veterinarian.

IT WILL HELP



IF

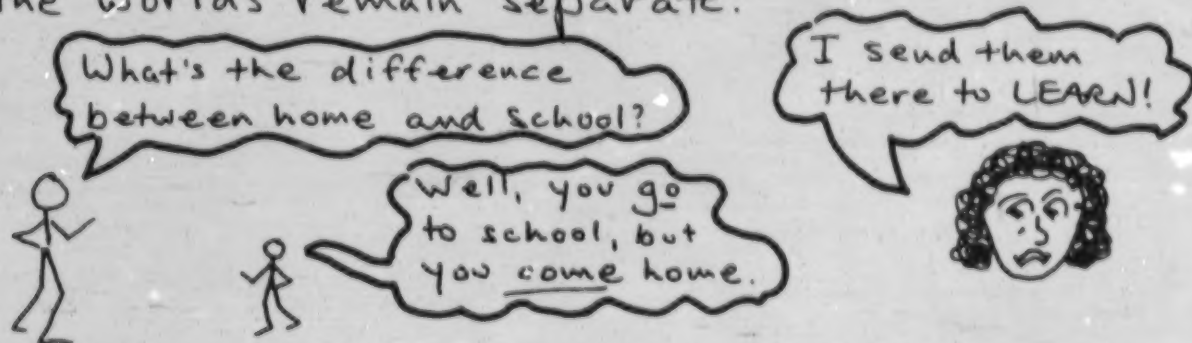
- You try to help the volunteer feel comfortable by showing him/her around, providing introductions to kids and other adults. Perhaps one youngster could be the tour guide or contact person until the volunteer is familiar with the setting.
- Tell your volunteer what kind of help you need but leave the situation open enough so he/she can have input. People get more involved if the activity they engage in reflects their own interests; everybody has secret dreams, knowledge + skills some kid could love and learn from - so ask them!
- Some volunteers might prefer to have their time and activity structured for them; some may want you to teach them specific activities to use with children. Others may prefer to define their own involvement. You may need to see yourself as a teacher/helper of the volunteers, too.
- Set aside time to talk with volunteers - to find out how they are feeling about their time in the class or with the children, to discuss groundrules, behavioral incidents and other concerns about their activity. Use this as a time to solicit feedback yourself.

PARENTS...

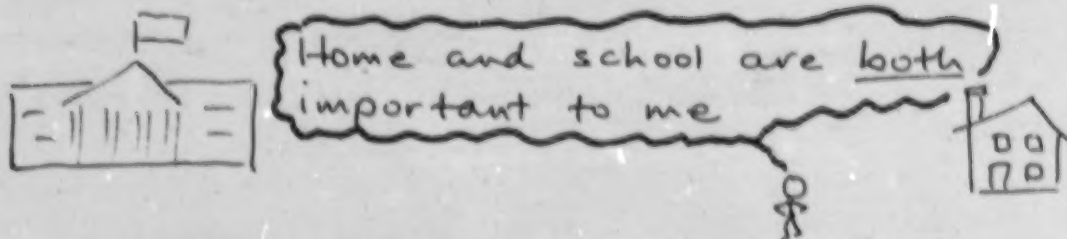
Many parents view HOME and SCHOOL as two S-E-P-A-R-A-T-E worlds in which their children spend thirteen years of their lives —



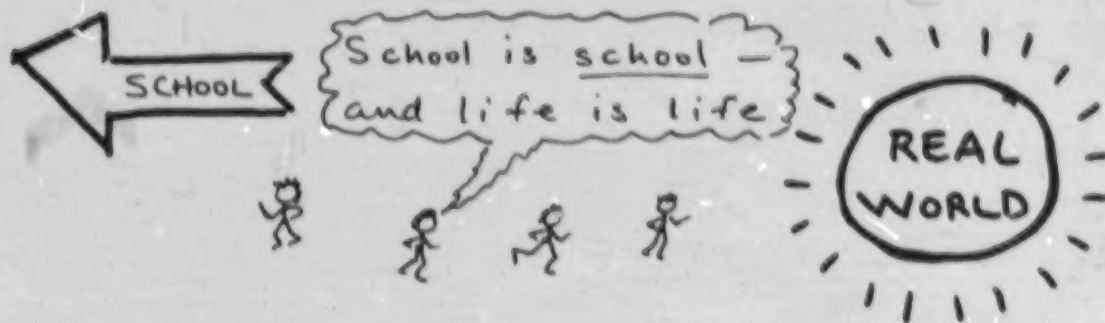
Some schools have bridged the gap with intense efforts to involve parents in the schools and teachers in the homes. Parents have been the initiators in other cases; but, in the lives of most children, the worlds remain separate.



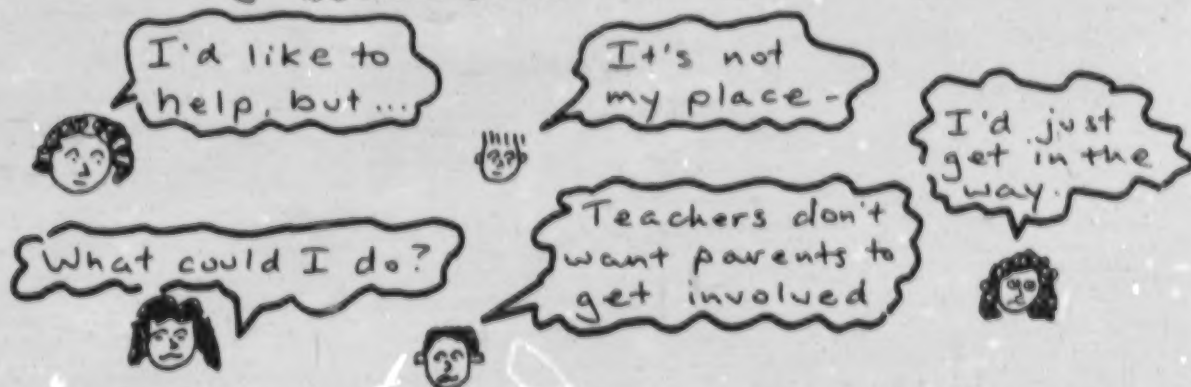
Some kids are able to make the connection in their own minds —



but many others fail to see the link —



Most parents interviewed for this project — many from so-called "multi-problem" families — stated a {willingness} to become involved in their children's school lives, but a strong {hesitation} to do so —



But, you know, most parents are more willing to help than most teachers believe.



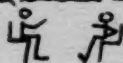
I'd like to have teachers come to my home, but I'd never ask.



Well, if they'd meet us on our own ground, they'd find out we're just people.



I wonder why parents aren't interested...?



It's the HOME - definitely the home!



Let's look at the way things are in most school-home relationships. —

— PERCEPTION 1 —

PARENTS AND TEACHERS HAVE VERY LITTLE CONTACT.

I usually see the parents at the open house in November.



Well, we never go to school unless they call. Then it's usually for a problem.

— PERCEPTION 2 —

MOST CONTACT IS MADE INDIRECTLY
— VIA NOTE OR PHONE.

Dear Mr. + Ms. X -

We are writing to inform you of the difficulties we are experiencing with your son, David. Not only is his academic work suffering, but his behavior is beginning to affect the rest of the class adversely. Please contact us at your earliest possible convenience so that we can discuss this matter at greater length...

Honey, another note about Dawey.



— PERCEPTION 3 —

MOST CONTACT THAT DOES OCCUR RELATES TO PROBLEMS IN BEHAVIOR AND ACADEMIC ACHIEVEMENT.

If you do that
ONE MORE TIME,
I'm going to call
your MOTHER!

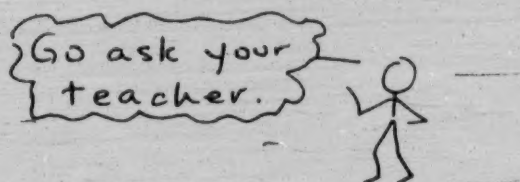
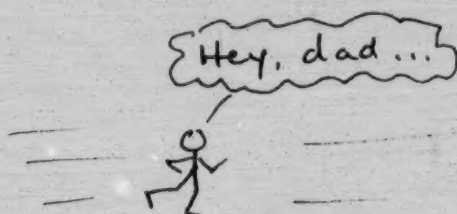
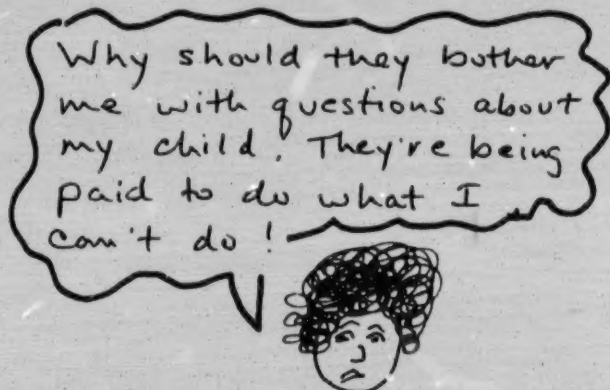
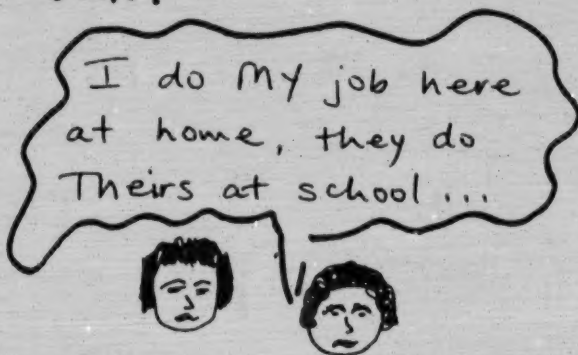


You never hear from
the teacher until
something goes wrong,
and then, boy, do
you hear!



— PERCEPTION 4 —

MOST PARENTS BELIEVE THAT TEACHERS' CONCERNS ARE VERY DIFFERENT FROM THEIR OWN.

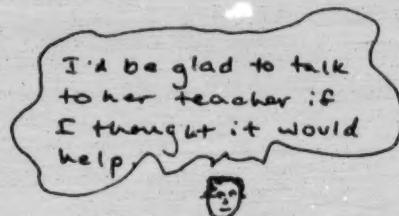
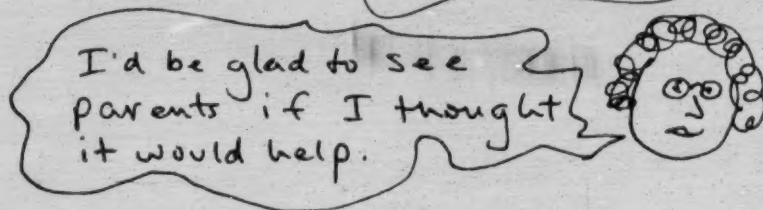


— PERCEPTION 5 —

MOST TEACHERS DO NOT VIEW PARENTS AS A POTENTIAL SOURCE OF HELP.



Some parents are more confused than their kids.





Parents are too emotionally involved with their children.

There's so little we can do in six hours to change what happens the other eighteen.



CRIME
NEGLECT
FILTH VIOLENCE
HELPLESSNESS
LOW STANDARDS



FORGOT THE SCHOOL, KID. THEY JUST DON'T UNDERSTAND!

— PERCEPTION 6 —

MOST PARENTS ARE INTIMIDATED BY "SCHOOL" — THEY SEE IT AS BELONGING TO THE STAFF AND TO THE CHILDREN, NOT TO THE COMMUNITY.



you know, I've got lots of needs of my own, but I usually feel that the people at school think all I've got is my kids

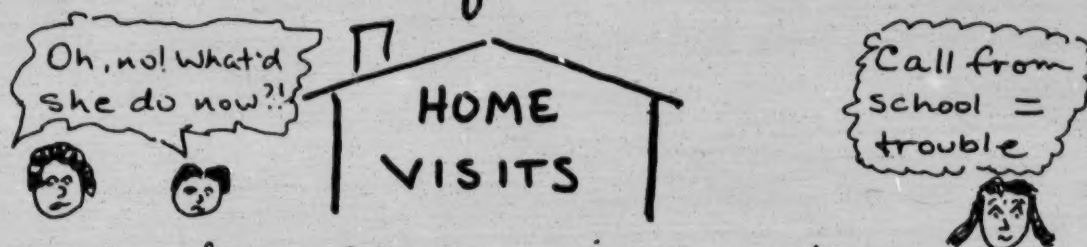
I take part in the bake sales, but that's where my involvement ends.



ON THE OTHER HAND



in a few schools



have been required and
teachers have initiated
contact with parents
EARLY in the school year
in a NON-stigmatizing
way ...

Many teachers report the parents' initial
shock that the visit is a "friendly" one



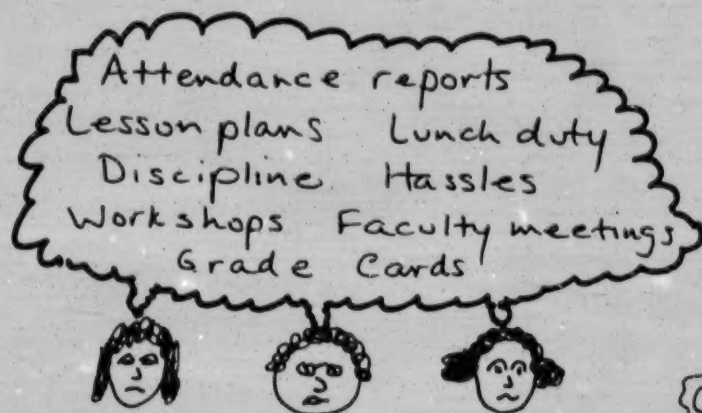
You mean he's NOT in trouble?

... but a quick easing of tension and a
growth of congeniality —



Thanks for stopping.
Come back anytime!





BUT —

many teachers say
they have no time
for the LUXURY
of home visits.

Can't do it. Just can't
do it.



WELL — in some
schools teachers have been
given release time for home visits.
In one school teams of parents
took over classes one day to free
teachers to go to other parents'
homes ...

I found out what it's like
to be a parent



I found out what it's
like to be a teacher



In many instances
teachers report that the time is more than
well spent —

I had a good time!

I'm going to get
a lot of support
from those parents

They're as
concerned
as I am!

We do have a
lot in common!

AND — — —

the incidence of problems has actually declined
as children see SCHOOL and HOME as more
mutually involved.



To tell the truth, as a parent
I feel a little threatened
by required home visits.

Sure, lots of parents have said they do,
but a short phone call or note of intro-
duction has often eased the way...

Nice note. I
guess it'll be
O.K.



No problems,
huh? First
time I've
ever heard
that!

Guess we'll give
it a try.



Dear Mr. + Mrs. X -

I am writing to intro-
duce myself as your son
David's teacher. At your
convenience, I'd like to
stop by your house to
be a little more personal
in my introduction. I can
assure you that there are
no problems in my relation-
ship with David, my only
purpose is to explore ways
of our working together for
David's and our benefit. If
possible, I'd like him
to be with us, too. Please

...

This approach acknowledges the rights and
mutual concerns of PARENTS and TEACHERS and
CHILDREN — of course, the parent always has
the right to say "no."

SO WHAT?



What can a couple of home visits a year do?

WELL, in the experience of some teachers, they have often been the catalyst for broader cooperation and activity

Sure, sure!
How about some specifics?!!

Parents, kids, and teachers have collaborated on behavioral and academic contracts

Parents have observed and given feedback to teachers on a regular basis.

Parents have helped prepare materials for instruction

Parents have come to school to teach their own "specialties."

Parents have tutored individual students.

One teacher has a whole file of cassette tapes recorded by parents and used for listening and reading reinforcement.



Once a week a group of parents has a cooking class in their homes for groups of children.

A group of parents in one school come bi-weekly to take photos of various activities. The snapshots are then used in the writing of experience stories.

Aren't you Diane's momma?



Some parents developed a mini-apprenticeship program in which students spend time with them on their real jobs.

Weekly story hour in a kindergarten is the exclusive project of three parents.



So this is the world!



Great ideas, but I don't want to get THAT involved in my child's education.

So, beyond direct involvement, parents have:



Yep, we got three tape recorders for Kim's class with the money we got from the used book sale.

ORGANIZED MONEY-RAISING ACTIVITIES FOR THE BENEFIT OF THEIR CHILDREN'S CLASSES.

INVITED TEACHERS TO DINNER.

Hey, red beans and rice is delicious!



How do you make that macramé stuff? I'd like to learn.

VISITED TEACHERS' HOMES.

And...

... GOTTEN TOGETHER INFORMALLY WITH OTHER PARENTS, KIDS AND TEACHERS FOR PARTIES, DINNERS, RECREATION, BINGO, FIELD TRIPS, RAP SESSIONS, INFORMAL CLASSES ...

Why should school be a 9 to 3 thing?

Why should SCHOOL take place in SCHOOL?

Why should the CLASS always be just thirty kids and one adult?

We arranged a bus tour of the city for all families in Carol's class, followed by a covered dish supper at the school. For many it was the first time they'd ever been around town. Eventually, a number of us put together a resource guide for families.

Why should teachers be lonely?

Why can't parents be teachers, too?

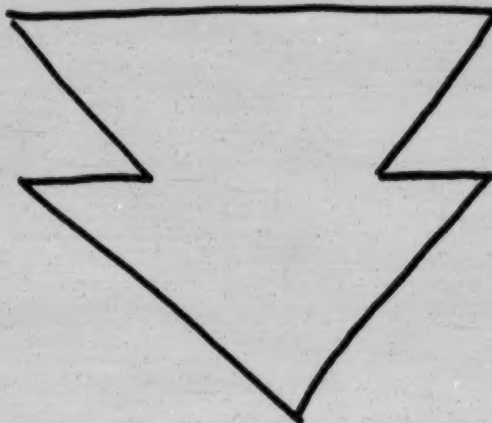


Why can't kids and grown-ups cooperate on LEARNING activities?

Why does significant Learning HAVE to be the realm of the "experts"?

WHY do we define school so narrowly?

Recently, the idea of parent, family, and community involvement in schools has gained attention; here are some additional resources:



- How To Change The Schools: A Parents Action Handbook on How To Change The System, Ellen Lurie, Vintage, N.Y., 1970.
- How To Start An Effective Parent Group and Move Bureaucracies, Charlotte Des Jardins, Coordinating Council for Handicapped Children, Chicago, 1971.
- The Third Side of the Desk: How Parents Can Change The Schools, Hannah Hess, Scribner, N.Y., 1973.
- Loneliness In The Schools (What to do about it), Marc Robert, Argus, Niles, Ill., 1974.

Parents and educators are potential co-advocates
— they're not natural adversaries.

The National Teacher Corps and the PTA have created helpful materials on school — parent cooperation.

* The East Harlem Block Schools, 94 E. 111th St., N.Y., N.Y. 10029 is a well-established program in which teachers and parents (low-income) cooperate on all aspects of policy-making, administration, and curriculum development. It works.

a rap on the value / problem of experts

"Experts" are people, too, just like you and me. They feel inadequate; they play roles they don't feel secure in; they make lots of guesses and work on trial + error like the rest of us. They often do have specialized information or experience that you as a teacher may not have. But they probably also don't know the "problem", or you, or the children as well as you do.

HOW TO PUT IT IN BALANCE?

1. Beware the "one-shot" diagnosis.

Anyone's behavior changes from day to day and in different situations. Using one short experience with someone to make generalizations is almost always misleading. Testing or evaluating situations are threatening to most of us. A child or adult's behavior can vary with anxiety; hunger; comfort with the "examiner's" personality; sex, race; etc. The "expert" should see the child or you in different situations over time before making a "diagnosis."

2. Learn to trust your own instincts.

Use your observation and problem-solving skills to think about the child + your concern. Try out different approaches. Talk with the "expert" about your ideas, ask questions; learn to use the expert's knowledge for your own ends.

The expert role can be a power trip. Learn to sense this and then feel/assert your own power. We're all experts in something!

3. Check out the Biases.

Find out the expert's frame of reference and weigh it against your own values and common sense. We all see things through different glasses. You can only do what fits your style. So don't just buy what the expert says without question: THINK!

4. Treat experts like human beings.

Experts don't have the answers, even if other people think they do. Being an expert can be a burden, if people don't treat you like a person who can make mistakes. Maybe you've felt that yourself as a teacher. So try to respond to the "expert", too; take an expert to lunch!



Your School System Should Provide

SUPPORT

Check out your district for:

THINGS —

Instructional Resources

- film + film strip library + equipment
- videotapes + equipment
- professional library
- ERIC microfiche
- machines to make materials

Math + Reading laboratories

Special Education Materials Centers

PEOPLE —

School psychologists, psychiatrist, counselors
Instructional materials specialist

Itinerant Teachers in speech, reading,
business skills, for the visually
handicapped + the hearing impaired

Social workers, nurses

Resource Teachers

Teacher aides

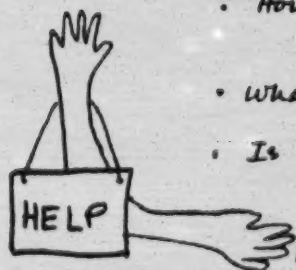
Educational Supports

Many community agencies provide support services that can be useful for teachers. We have divided them generally into two groups: agencies that provide clinical services (diagnostic evaluations and remediation in specific areas) and agencies that provide specialized school programs.

These agencies may have strong biases about how to approach children. Find out what these are and don't be intimidated by them. * READ A RAP ON EXPERTS, PAGE 139.

Some things to look for:

- How does the agency look at a child having problems? Is the problem located in the child or interactional? For example, do they observe the child in school before diagnosing?
- Is the program based on the needs of the child? How are these assessed?
- How does the staff talk about their clients? Do they see them as limited, unable, or do they communicate a belief in growth + change?
- Are parents, children + other relevant people involved in decisions about the kind of program they set up?
- How open + flexible is the setting? Are there a variety of options for a child within the setting?
- What kind of resources and help does the agency offer?
- Is there a charge for services?



Parents should be involved in + consent to any referral.

CLINICAL SERVICES

Many clinics follow the "medical model"; that is, they view problems as located within the child, like a disease, rather than being a result of interaction between the child and the situation. Many times the problems are interactional.

Here's an example of various approaches:

PROBLEM: Alex, age 8, is having trouble with reading.

POSSIBLE FACTORS:

- A. A. has bad eyesight + needs corrective lenses.
- B. A. lacks prerequisite skills for reading, needs readiness work (letter recognition, sounds, etc.)
- C. A. has perceptual difficulty + needs training in this (directional confusion, figure-ground, etc.)
May be developmental.
- D. A. is fearful of reading + of failure in reading.
- E. Reading instruction not matched to A's style, e.g. A's strength is visual + teacher is using solely a phonics approach.
- F. A. and his teacher do not get along.

ETC.

DIAGNOSIS and REMEDIAL PLAN:

To diagnose the cause of Alex's reading problem would require examination of his eyesight, hearing, the determining of his perceptual + reading skills and his feelings about reading, and viewing the interaction between Alex and his teacher. Ask any clinic you contact what they do.

Included here are some of the kinds of clinics that might be available in your community. Few places offer comprehensive services. Consult your phone book, community chest or service directories for information.

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SOME "DISABILITY" ORGANIZATIONS

may provide referrals if not direct services - like

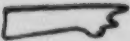
- The Lighthouse or Am. Foundation for the Blind
- Mental Health Association
- National Association for Retarded Children
- National Association for the Deaf
- Epilepsy Foundation
- Muscular Dystrophy Association
- Easter Seal Society (for Crippled Children + Adults)
- Multiple Sclerosis Society
- Cerebral Palsy Association

Find the local offices of these groups in your phone book or write the national office for the nearest address. The national addresses are in the ADVOCATES section of this book.

PRIVATE INDIVIDUALS + AGENCIES

offer services in diagnosis and treatment of specific problems

- Psychiatrists, psychologists, social workers + counselors offer therapy for emotional problems
- Non-profit groups like Laubach Literacy Volunteers may have tutoring programs; check churches, family centers.
- There are profit-making organizations (like Learning Foundations) that offer specific services like academic tutoring or encounter groups.
- Private tutors can be found to work on specific skill areas; try advertising or check the local university employment center.

 HOSPITAL and neighborhood PEDIATRIC CLINICS
identify and evaluate general health conditions and possibly learning + emotional problems. Usually refer for more specialized difficulties.

 MENTAL HEALTH + CHILD GUIDANCE CLINICS, HOSPITAL CHILD PSYCHIATRY DEPARTMENTS

identify and diagnose emotional problems and offer therapy and counseling to children + parents.

 REHABILITATION CENTERS

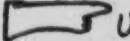
diagnose and provide therapy and other services for persons with physical + motor problems.

 SPEECH AND HEARING CLINICS

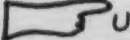
assess hearing, provide aids; identify speech problems and provide therapy. For "Communication Disorders."



 VISION CLINICS, PRIVATE OPTOMETRISTS + OPHTHALMOLOGISTS

 UNIVERSITY + COLLEGE EDUCATION + SPECIAL ED DEPARTMENTS

may have clinics to evaluate children with special problems, including speech + hearing and learning + emotional problems. For instance, Syracuse University has a speech + hearing clinic, a psycho-educational evaluation clinic and a reading clinic.

 UNIVERSITY + COLLEGE PSYCHOLOGY DEPARTMENTS

may evaluate and provide counseling/therapy for children with emotional problems and their families.

 COMMUNITY OUTREACH SERVICES OF STATE HOSPITALS, STATE SCHOOLS OR DEVELOPMENTAL CENTERS

diagnose, refer, suggest placement

SPECIALIZED SCHOOL PROGRAMS

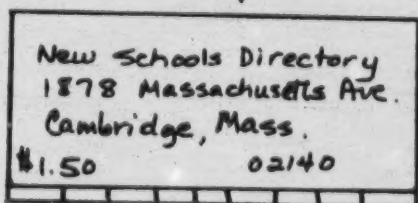
Most communities have both public and private school programs that may be different from your school because they take a specialized population of children or have a unique philosophy.

VISIT
TALK TO STAFF
STEAL IDEAS
ASK QUESTIONS
ORDER SOME OF
THE MATERIALS
YOU SEE
BRING SOME OF
YOUR KIDS
INVITE THEM
TO VISIT
TO YOU

If you ever consider referring a child to another school program, think long & hard about it. The child and his/her parents should always be involved in the decision. Always choose for the child the most "normalizing" setting possible, even if the child has special needs.

HOW TO FIND THEM:

Many phone directories list schools in the yellow pages. The local school district might also give you a list of alternative programs that are available. Colleges and universities sometimes run "laboratory" schools, and faculty may be familiar with what programs are offered in your community.



Also check advocacy groups, child service agencies, and local service directories. Ask your friends, colleagues, neighbors.

PRIVATE SCHOOLS

See what's available in your community. In Syracuse, a city of 220,000, there are the following kinds of schools:

- parochial schools, including many run by the Catholic diocese but also several Hebrew Day Schools run by Jewish congregations.
- Montessori schools, pre-school + primary level
- open or free schools
- college preparatory schools

SPECIAL EDUCATION FACILITIES

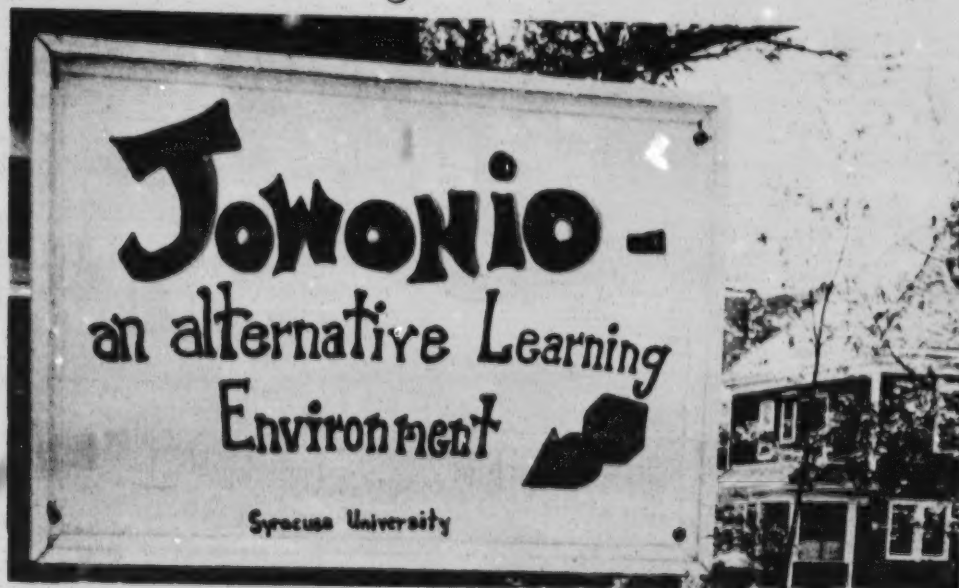
These programs tend to be segregated - that is, "labeled" children attend school away from typical children. (Read the section in this book on Special Education).

If you visit a segregated program, try also to visit one where labeled children are integrated with "normal" children.

The kinds of special education facilities that might be available include:

- Public school programs for handicapped children including those labeled mentally retarded, deaf or hearing-impaired, blind or visually impaired, orthopedically handicapped, emotionally disturbed, or multiply handicapped.
- Day + residential treatment centers for disturbed children

- School and workshop programs for mentally retarded children and adults sponsored by groups like the Association for Retarded Children.
- Residential + school settings for children + youth who have been orphaned, neglected or adjudicated delinquent.
- Some clinics focused on specific kinds of treatment, like the Cerebral Palsy Clinic, may have school programs.
- university related classroom programs which may serve as training sites for students. In Central New York there is a program for "retarded" children on one campus and a diagnostic teaching unit for multiply-handicapped children on another.
- State schools, state hospitals or developmental Centers may have some education component.



Counseling

FOR ANYBODY,
INCLUDING
TEACHERS

At times we all need someone to talk with, someone to listen, someone to help us sort out who we are and what we want. Friends, relatives or colleagues can be this kind of "someone"; often you'll find that if you open up an issue that concerns you, other people have had the same feelings. Another source of support can be informal groups, including teacher groups, women's and men's consciousness-raising groups. Community agencies offer counseling as do private psychologists, psychiatrists and social workers.



WHERE TO CALL

- Friends, relatives, colleagues, open people
- Groups formed to offer support; check local teacher centers, women's groups, growth centers, drop-in services.
- Community agencies like these listed below; check the phone book or community services directories under government (state, county, city) divisions of youth, health, mental hygiene or social services or under physicians, psychologists, or social workers.

- county mental health clinics
- child guidance clinics
- hospital psychiatric services (usually requires referral from staff doctor)
- suicide prevention centers (usually provides immediate phone counseling + referrals)
- child and family service agencies
- religiously affiliated services, like Catholic Social Services or Jewish Family Service
- pastoral counseling centers
- child abuse hotlines

FOR FURTHER INFORMATION, WRITE:

National Clearinghouse for Mental Health
Information
National Institute of Mental Health
Cherry Chase, Maryland 20203

- Private psychologists, psychiatrists, social workers



Before referring someone for counseling
PLEASE CONSIDER:

- Suggesting counseling to another adult should be done gently, with the decision always in the hands of the individual. Say it as you would want it said to you.
- When you become concerned enough about a child to consider referral for counseling, examine yourself carefully in terms of your motivation. Is the problem yours or the child's? Is it a value difference between you and the youngster? Or do you genuinely feel that the child is distressed, is a "problem" to him or herself, and needs help in dealing with issues in his/her life? Under no circumstances should referral to counseling be made as punishment or as an attempt to force someone to adapt to your values or lifestyle.
- Carefully consider the way in which you ask for help for a child so it is in such a way that the child is not embarrassed. Weigh carefully the possible future impact of any written comments or report that might go from you or any other school personnel into a child's record.
- Do not underestimate the impact of you-the teacher-talking with the child. You may help him/her deal with personal concerns by being supportive and talking openly & honestly about real issues. Set aside private time with the child on a regular basis. For a youngster to trust you enough to be open about real concerns takes the time to develop a relationship.

- Children can help other children. Teachers can encourage individual helping relationships between children, set up work groups pairing children who need a response with those who can give it, and can create a climate of talking about feelings. Some schools have set up "Peer Counseling" groups, training students to lead small groups of other students.
- Use curriculum to deal with feelings (see Affective Curriculum section). Set up group discussions around topics of concern to particular youngsters (e.g. divorce, illness, achievement, drugs, etc.) Set up a curriculum to meet student needs. One teacher created a unit on death after the parent of one child in class died; this helped the child work through some feelings and provided a way other students could support this one youngster.
- Consider whether to use school personnel for counseling or to refer outside the school system. This may depend on how you feel about the individual counselors in the school, the nature of the issue, the youngster's willingness to talk with someone from the school, and the political issue of having the counselor's report in the child's folder.

Parent Effectiveness Training
T. Gordon, Wyden, N.Y. 1970

R. Dreikurs, Psychology
in the Classroom,
Harper & Row, N.Y. 1957

Mental Hygiene in Teaching
Redl & Wattenberg, Harcourt
Brace, N.Y. 1962.

On Becoming a Person
Carl Rogers, Houghton
Mifflin, Boston, 1961

The Authentic Teacher
C. Monstakas, Doyle,
Cambridge, 1966

The School-Centered Life Space Interview
Ed. Newman & Keith, Washington
School of Psychiatry, Washington, D.C.
1964.

COMMUNITY

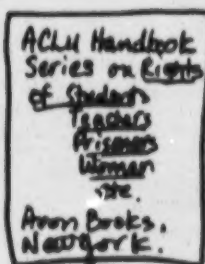
ADVOCATES

Advocates are people who represent, as their own, the interest of another person, (or persons), who is in some way devalued, disadvantaged, different. They provide information, support, alliance. In addition to helping their clients, many of these groups have staff who are willing to speak to classes or supply you with materials. Advocacy is often linked to consumerism - the movement to supply the consumers of services (e.g. car owners; mental patients; teachers, children + parents, etc.) with free access to information and with power to monitor services + be part of decisions about those services.

Some of the groups listed below are noted by the kind of service they specialize in (e.g. legal) and others by the consumer group they are organized to represent (e.g. gay people, handicapped children).

LEGAL SERVICES

- Neighborhood Legal Services - federally funded group in many communities providing legal advice to low income persons.
- Legal Aid Society - low income requirement.
- University Law Clinics - if your town has a law school, they may have a clinic.



- American Civil Liberties Union, 84 Fifth Ave., New York, N.Y. 10011
Write national headquarters or check your phone book for local office. Takes civil liberties cases + gives advice. Many publications.

- Center on Human Policy, 216 Ostrom Ave., Syracuse, N.Y. 13210
Advice on rights of handicapped children + adults + their parents.

No one will listen,
How our legal system
brutalizes the
youthful poor,
Lois Forer
Gronat & Dunlap
New York
1973

- National Lawyers Guild, 5 Beekman St., New York, N.Y. 10038
Has local chapters. Provides legal help to poor and third world persons.

- Children's Defense Fund, 1763 R. Street, N.W., Washington, D.C. 20009

- Center for Law and Social Policy, 1600 20th St. N.W., Washington, D.C. 20009

MENTAL HEALTH

- Mental Patients Liberation Project (MPLP)
Box 1745, Philadelphia, Pa. 19105. Has local chapters. Provides support and action for former + current "mental patients" and their friends + advocates.

- Rough Times - a newsletter published by MPLP, Box 89, W. Somerville, Mass. 02144.

- Patient Advocacy Legal Service, Washington University Law School, St. Louis, Mo. 63130. Ideas for action + other information about patients rights.

Suffer the Children:
The Politics of Mental
Health

Task Force on Children
Out of School, Beacon
Press, Boston, 1972.

MEDICAL/HEALTH CARE

- Medical Committee for Human Rights, 2251 W. Taylor, Chicago, Illinois, 60612. Write for addresses of local chapters. Advocates for sane and humane medical care. Publishes Health Rights News.
- Health Policy Advisory Committee, 17 Murray Street New York, N.Y. 10007

GAY LIBERATION

- National Gay Student Center, 2115 S. St., N.W., Washington, D.C., 20006.
- Council on Religion and the Homosexual, 330 Ellis St., San Francisco, Calif. 94102
- National Lesbian Information Service, Box 15268, Stanford, Ca., 94115
- Check for local groups in your area through student centers, church councils, women's centers.

CONSUMERS

- Consumer Education & Protection Association, 6048 Ogontz Ave., Philadelphia, Pa., 19141. Have newsletter.
- Office of Consumer Affairs, White House, Washington, D.C. 20506
- SOURCE, P.O. Box 21066, Washington, D.C. 20009.
(Catalogs of alternative resources for consumers.)
- The Center for the Study of Responsive Law, 1156 19th St. NW, Washington, D.C. 20036 (Nader's group)
- Public Interest Research Groups (PIRG), P.O. Box 2808, Central Station, Washington, D.C.

WOMEN

- Human Rights for Women, 1128 National Press Building, Washington, D.C. 20004.
- Women's International League for Peace and Freedom, 6833 Pershing, St. Louis, Mo.
- National Organization for Women (NOW), 1957 E. 73rd St., Chicago, Ill., 60649.
- The Feminist Press, Box 334, Old Westbury, N.Y. 11568. Publishes many materials on feminism as well as non-sexist books for children.
- KNOW, Inc., Box 86031, Pittsburgh, Pa. 15221. Publishes materials on feminism.
- Ms. Magazine, Subscription Dept, 123 Garden St., Marion, Ohio.
- The New Women's Survival Catalog, Berkeley Publishing Co., New York, 1973. (Sue Rennie & Kirsten Grunstad)

HUMAN RIGHTS - Discrimination on the basis of sex, race, ethnic status

- State and local Human Rights Commissions

Human Rights Organizations & Periodicals Directory
Legal Publications, Box 673, Berkeley, C.A. 94701

- Centerpeace, 57 Hayes St., Cambridge, Mass., 02139
Alternatives for minorities
- National Congress of American Indians, 1346 Connecticut Ave., N.W., Washington, D.C. 20036

- Directory: National Black Organizations, AFRAM Associates, 63 E. 131st St, New York, N.Y. 10037
- Congress of Racial Equality, 200 W. 135th St, N.Y. 10030.
- Aspira of America, 245 Fifth Ave., NY NY 10001 (Puerto Rican)
- Association on American Indian Affairs, 432 Park Ave. S., New York, N.Y. 10016
- National Welfare Rights Organization, 1424 16th St, N.W. Washington, D.C. 20036.
- Anti-defamation League, 315 Lexington Ave., N.Y. NY. 10016.

There are a number of other organizations like these representing members of different minority groups. Curriculum materials about minorities are listed in the curriculum/programming section of this book.

PERSONS WITH SPECIAL NEEDS

Groups advocating for persons with special needs may be started by parents or may be professionally based. They are usually able to provide information as well as the local addresses of their chapters.

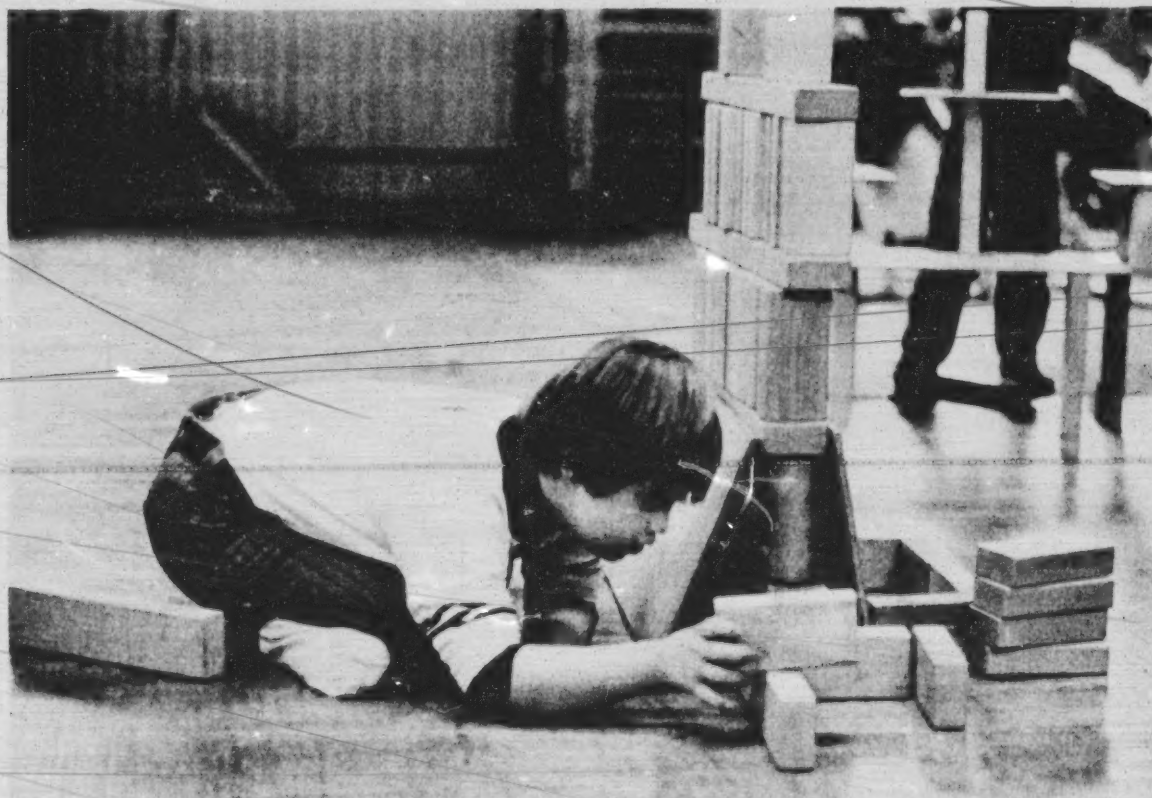
- Citizen Advocacy, Pennsylvania Fellowship Plan, 127 Locust St., Harrisburg, Pa., 17101.

Citizen Advocacy
W. Wolfensberger
NIMR, Toronto
1973

(Matching trained volunteers with "devalued" people as friends + advocates.)

- American Foundation for the Blind, 15 W. 16th St., New York, N.Y. 10011.
- Association for Education of the Visually Handicapped, 711 14th St., N.W., Washington, D.C. 20005
- National Center for Child Advocacy, Box 1182, Washington, D.C. 20013

- Association for Children with Learning Disabilities, 2200
Brownsville Road, Pittsburgh, Pa., 15210.
- National Association for Brain-Injured Children, 95
Madison Ave., New York, N.Y. 10016.
- Epilepsy Foundation of America, 1828 L St., N.W.,
Washington, D.C. 20036
- International Association of Parents of the Deaf
814 Thayer St., Silver Springs, Maryland 20910
- National Association of the Deaf, 2025 I St.,
N.W., Washington, D.C. 20006
- Alexander Graham Bell Association for the Deaf,
The Volta Bureau, 1537 35th St., N.W., Washington,
D.C. 20007.



- American Speech and Hearing Association, 9030 Old Georgetown Road, Bethesda, Md. 20014.
- National Association for Retarded Children, 2709 Avenue E East, Arlington, Texas, 76011.
- United Cerebral Palsy Association, 66 East 34th St, New York, N.Y. 10016.
- National Easter Seal Society, 2123 W. Ogden Ave, Chicago, Ill. 60612.
- Muscular Dystrophy Association, 1790 Broadway, New York, N.Y. 10019.
- National Society for Autistic Children, 621 Central Ave., Albany, N.Y. 12206.
- National Association for Mental Health, 10 Columbus Circle, New York, N.Y. 10019.
- Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.
- Co-ordinating Council for Handicapped Children, 407 S. Dearborn St., Chicago, Ill., 60605.
- National Center for Law and the Handicapped, 1235 N. Eddy St., South Bend, Indiana 46617.

Rules for Radicals
S. Aronson
Vintage Bks,
N.Y. 1972

Let Our Children
Go: An Organizing
Manual for
Parents and
Other Advocates
D. Biken, Human
Policy Press,
Syracuse, N.Y.
1974

In addition to these organizations there are others you can find locally or through catalogues like the People's Yellow Pages or The Seed Catalogue.

Also read other resources books like Beitz & Washburn's Creating the Future, A Guide to Living & Working for Social Change, Bantam, New York, 1974.

LEGAL RIGHTS OF CHILDREN

Teachers should be aware of the state education law and what rights parents and children have.

The state education department in the capital city should supply copies of the law. Legal advocacy groups, like those listed under Advocates can help you and parents get information and also see that rights are enforced.

In New York state education law*, for instance, there are guidelines for the following:

- who is entitled to an education
- who is eligible for special services
- requirements of districts re handicapped children
- procedures for evaluating + labeling children with special needs
- maximum class size
- parents' rights to appeal school decisions
- exclusion and suspension policies
- guarantees about school records

Check your own state for specifics.

* For specific New York state laws + regulations see the law itself or Children with special needs and New York state Education Law, by Elizabeth Smith, Center on Human Policy, 216 Ostrom Ave., Syracuse, N.Y. Revised edition 1974.

TEACHERS AS ADVOCATES

To Advocate means to act on behalf of someone else.

To Advocate means to be an ally.

- To be an advocate, one must see behavior as a product of the interaction between a person and their environment (the ecological model) rather than as located within a person (the medical model). So no child is a "behavior problem" in a vacuum; rather, he or she is disturbing to a particular person in a particular situation. The remedy then relates to the situation and the interaction between the child & the situation, not just to changing the child.
- To advocate for one person to change his/her situation may help that particular person. But often others are in the same or similar situations: what seems like a private or personal problem is often a "public" one. An advocate will try to change the policies that create the public problem, not just find a solution for one particular case.
- Advocacy also means a de-mystifying of the expert role. Experts become not "professionals" but those people who are involved and invested in a situation. That means that parents, teachers and children are the "experts" when it comes to deciding things about school programs; these are the people with the most involvement and investment in the decision.

HOW DOES CHANGE OCCUR IN SCHOOLS?

- By policy-makers being made aware of an issue and caring enough to change things;
 or By teachers, parents, and students exercising power & influence over those who make policy.

TO BECOME A "CHANGE AGENT".....

1. Know your own values - where you stand on issues, what your priorities are, what you want.
2. Make alliances with other people in the school and community. Get together with teachers, parents, students, administrators, advocacy groups. Be on committees, talk with parents, seek information on your rights & ideas on strategies from advocacy groups. Respond to others when they need help from you.
3. Know how people resist change. If you recognize it, you can fight it. Do any of these lines sound familiar?
 - "I'd love to do that, dear, but we don't have the money."
 - "You're too emotionally involved."
 - "I agree with you but it's not up to me to make that decision."
 - "You're too young & idealistic. You'll learn."
 - "We have to be practical."
 - "We can't help him - he's a loser."

Fight these efforts by:

- Examining budget priorities. Money itself is usually not the problem, it is how it is spent. lobby for it to be spent on what's important to you, to kids, to parents.
- Asserting that it is the people who are involved, who care, who should be making decisions.
- Challenging administrators to provide leadership and act on their beliefs. Getting the facts for yourself about who does make decisions.
- Challenging the myths of professional control of all decisions; we're all experts in something!
- Questioning people who use the "Blame the Child" approach. Legally schools are responsible for providing an appropriate education for every child.

SCHOOL ISSUES / TEACHER ACTIONS

There are many issues in schools that affect children, parents, teachers and administrators. We have mentioned some specific issues and actions; these are all things that teachers we know have done.

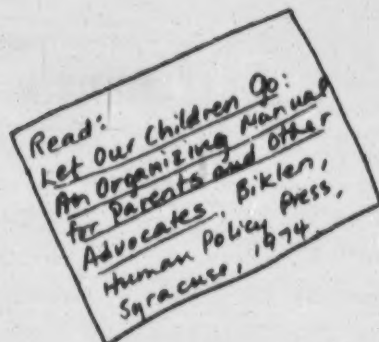
There are different kinds of actions like negotiating with decision-makers, educating others about issues, establishing innovative model programs, writing letters, legal action. Whatever you and your allies do, it must be appropriate to your goal, educate others, + have long-range effects.

the ISSUE	the ACTION
Appropriateness of special education placement: testing periodic re-evaluation segregated or integrated placement	A group of junior high teachers questioned the appropriateness of many of the youth in the "Educable Mentally Retarded" class. They checked + found that many of the youngsters had not been re-tested in 5 years, although according to state law 3 years is the time limit. After meeting with a local advocacy group and the school psychologist, they arranged for re-testing; (over half the class tested out of the "EMR" range). The special ed teacher, with cooperation of regular class teachers, arranged for full or partial integration of all youth, and she began to function as a Resource Teacher.
Quality programming — teachers' right to innovate and to be supported.	Three teachers in an elementary school felt bored and frustrated; they decided they'd like to try a cross-age approach in which each of them taught what interested them. They wrote up a plan and presented it to the principal who approved it on a trial basis. Ginny provided a room for reading & language; Carol for math + science, and Sharon for art & craft activities. Each afternoon children could choose one of the 3 rooms to go to — so children ages 6 to 13 years could be working together. The teachers enjoyed sharing information and ideas about the children with each other, and also teaching what they knew best.

the ISSUE

the ACTION

Right to services



A resource teacher working with physically handicapped children was upset because the youngsters had no gym instruction. She approached the principal, asking him to arrange the gym. As she says, "The children have a right to the same programs as everyone else; they have been denied gym just because they are 'special ed' kids. Besides I've been working on school committees all year, doing things for the principal. Now he owes me and almost has to support me. If he doesn't, I'll go to the parents."

Parent Support and Involvement:
parents as a pressure group

One teacher organized regular meetings for parents of her class. They invited the school psychologist + principal to speak, had potluck suppers + picnics, donated materials, came to visit the class. In February when the principal told the teacher there was no more scotch tape for the rest of the year, parents called + demanded more. When she was criticized by administrators, they called + wrote letters telling both her and her "bosses" how fantastic she was.

Community Monitoring Services: parents + teachers

Parents + teachers in a school wanted to know whether the school was meeting their needs. They designed a report card on the school which they sent to all families. They got many responses - many positive, which delighted the principal who had been very threatened by the survey. Questions covered topics like skills, emotional climate, prejudice, parent-teacher relationships.

BEING AN ADVOCATE IS COMPLICATED !

- There is a lot of vested interest around — people whose jobs are invested in certain points of view. For instance, special ed teachers worry about what kind of job they'll have if children become integrated into regular classes. This kind of concern stops teachers from being advocates.
- The threat of retribution by employers prevents some teachers from advocating. Others say, as one Resource Teacher did, "If I can't do what I feel so strongly is best for the kids, then I shouldn't have and don't want the job."
- Sometimes teaching is struggling to survive. If it feels like that for you, then attempting to effect change is a lot to ask.
- Many teachers may feel that change isn't possible or that they as individuals could never really have influence or make a difference.
- Sometimes teachers aren't advocates because they like things as they are or because habit is comfortable and innovation is hard work.
- Teaching can be a lonely job and it's hard to act against an established policy by yourself. We all need support. Come out from behind the closed door!



RECORDS



There are two kinds of records kept on kids in schools —

records a teacher keeps within her/his classroom for personal use;

and

documents kept on permanent file in the school.

RECORDS FOR TEACHER USE

Many teachers only keep records of a student's grades on tests or papers. But does this really help in viewing a child's progress? Grades usually reflect a right/wrong approach to learning rather than allowing the teacher to observe changes in the quality of a child's products, the tracking of a child's changing interests, variations in kinds of difficulties a child is happening.

Some teachers are trying alternative kinds of classroom records, like

- LISTS OF ACTIVITIES CHILD CHOOSES, PARTICIPATES IN, COMPLETES. Child can keep the list, the teacher can supply a checklist, or the teacher can keep track of the activities.

Recording Children's Progress

Joan Dean, New York,
Citation Press, 1973

- PORTFOLIO OF A CHILD'S WORK. The student can keep his/her own folder. Or if it's kept in the teacher's file, student should have access to it

at all times. Date each piece of work and look at changes in the products over time.

- **CHECKLIST OF SKILLS ATTAINED.** The teacher can check off skills a student has mastered, based on observation or informal testing. Or fill it out periodically with the student.

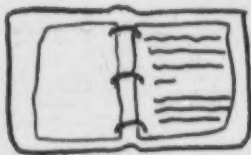
SKILL — Chet	SEPT.	DEC.	MAR.	JUNE
Discriminates shapes	✓	✓	✓	✓
Knows letter names	✓	✓	✓	✓
Makes auditory discriminations			✓	✓
Knows letter sounds				✓
Aware left-right sequence		✓	✓	✓
.....				

- **ANECDOTAL RECORDS OF IMPORTANT INCIDENTS IN THE CLASSROOM.**

Write them as they happen or at the end of each day. Try using 3x5 cards. At the end of the week sort them according to each child and look at what kind of activities the child has been involved in, any changes in feeling or behavior of the child, insights you have about responding to that child's needs, etc.



- **STUDENT DIARIES.** Kids can write about how things are going, what they are feeling. The teacher can write back comments — not about grammar or spelling — but personal responses to the student expression. This can establish a dialogue about life in the classroom. Diaries serve also as practice for students in communicating through writing.



Craig's Weekly Record	
Date	work Done
Mon.	
Tues.	
Wed.	
Thurs.	
Fri.	
Next Help With:	
Enjoyed Most:	

- **FEEDBACK SHEETS** where kids can comment on their own learning and your teaching. A lot of good ideas using feedback from students can be found in the pamphlet, Diagnosing Classroom Learning Environments, by Fox, Luszki + Schmuck, SRA, Chicago, 1966.

REMEMBER:

Records say a lot about the record-keeper and her/his values. They should tell us how a child spends time, what interests her, what motivates him. What are you keeping records for? Is it punishment or motivation for students? Is it for school officials or is it to help you meet the needs of students better?

Record-keeping should help the teacher figure out what the child's needs are and what learning environments are successful in meeting those needs.

In records we should show strengths, not weaknesses.

In records we should show a sampling of a child's behavior - not just behavior in crises, not just failures.

What's written in records needs to reflect the interaction in the class - how the stimuli of teacher, materials, and other children affected a child.

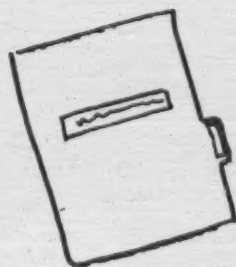
Records should describe the quality of a child's thoughts and products, not just the number of right answers she/he is able to give.

Your records reflect your values!

Name <u>Yinka</u>	Date <u>MONDAY</u>
What I Liked Best Today <u>READING THE GERBIL BOOK. PLAYING WITH THEM.</u>	
What I Liked Least Today <u>MATH LESSON.</u>	

RECORDS FOR SCHOOL FILES

Schools are the first of many institutions to keep records on individuals in our society. Many people are now getting concerned about the power of these records. School files may contain anything from test scores and personality ratings to notes on interviews with parents, referrals to other agencies, delinquency reports, demographic data on race, religion, and income. A Russell Sage Foundation survey showed that in representative school districts in the U.S. the CIA and FBI have access to student files in more than half the districts, local police in 33% of the districts and parents in only 10% of the districts. This raises huge ethical and legal questions for teachers and school officials about the contents of material placed in children's records. Points raised in the Russell Sage report include:



- Information is collected without informed consent of parents or students.
- Parents and students don't know what information is contained in records and how it is used.
- Many schools deny parents and students access to their files.
- Most districts do not destroy periodically any outdated information.
- Records are open to non-school personnel on an ad hoc basis.

A school official's thoughtless and biased comments about a child's family situation ("mother seems alcoholic") or a child's school behavior ("lies", "exhibits unnatural behavior") can be made without rebuttal and can follow the child for many years. Children are often caricatured in records, one word or phrase describing the child as uni-dimensional.

The material written usually reflects negative aspects of a child's functioning — failures, deficits, crises.

Records usually chart a child's conformity or non-conformity to school and teacher expectations rather than describing the behavior in a non-judgmental way. There is usually no mention of the social setting, prejudices, school policies or teacher behaviors that have an effect on a child; rather, records "blame the child."

AS A TEACHER, YOU CAN MAKE A DIFFERENCE.



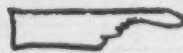
Protect the right to privacy and confidentiality of your students and their families by watching how you talk about them in teachers' rooms and other places.



Make a point of writing positive descriptive comments in school records. Refute previous comments if you wish.



Use school records to describe for future teachers what programming is most effective with a child. Include what you think is the school's responsibility for optimal programming. Make your values explicit.



Have kids write comments in the records or you and child write them together.

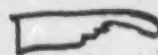


Make records open to parents and include parent comments on the records. Have parents and students write about how well they feel the school has been meeting their needs.



Raise questions with administrators about the inclusion of I.Q. scores and group test scores in records. Insist a description of the test and of child's

performance accompany any score placed in the record.

 Investigate the procedures that psychologists and psychiatrists in your school use as a basis for their reports. How often do they see a child? for how long? Do they only test or do they interview teachers, observe the child in class, etc.? In many communities a ten minute encounter with a school psychiatrist can label a child for the rest of his/her school career.

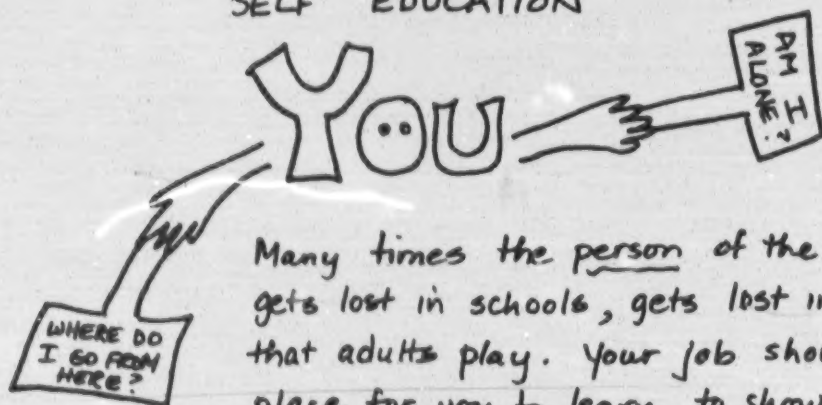
 Inform parents if you plan to make a referral for special help or testing.

In many ways these same kinds of records are being kept on teachers. Copies of supervisor observations and principal comments are kept in your personnel folder and you may or may not have access to them. Try to see them. Insert your own opinion (via certified letter if necessary) about the accuracy and circumstances of the comments.

WE ALL NEED TO BE AWARE OF THE
POLITICAL IMPLICATIONS OF RECORDS.
TEACHERS CAN DO A LOT TO MAKE
RECORD-KEEPING CONSTRUCTIVE RATHER
THAN DESTRUCTIVE.

TEACHER GROWTH:

SELF EDUCATION



Many times the person of the teacher gets lost in schools, gets lost in the roles that adults play. Your job should be a place for you to learn, to show your private self, to ask for and give help and support. If teaching hasn't been that way for you, perhaps you can change it. READ ON.



Come home a little frustrated?
Lunchroom talk trite?

YOU ARE NOT THE ONLY ONE.

All too often schools don't provide emotional, even supervisory support. This doesn't mean you're the only one with frustrations and questions: it simply means no one has initiated any action. Why not you? And the best place to start is where you are: in school.

Begin to poke around. What happens in:

Faculty meetings?

The Teachers' Room?

Informal get-togethers (small department encounters, TBIFs at the local bar)?

Inservice Workshops?

See what you (and your allies) can do to make these different, to make them relevant, to make them growing.

- Start a different kind of conversation — one that says what you really feel, what you're really concerned about.
- Ask to plan an in-service session or have teachers decide what they need for in-service training.
- Talk to your principal about "democratizing" the faculty meetings. Have a rotating chairperson with everyone contributing to the agenda. Maybe faculty meetings could be more than something to sleep through!
- Make your bulletin boards a consciousness-raising experience. Instead of one on Halloween, how about something that turns you on — like crocheting or the Peace Movement or personal values that you hold? Make some bulletin boards for teachers, too. If you have an idea that's worked well with kids, display it. If you want to expose people to learning centers or behavior modification, put it on the wall in the teachers' room. We can all use lots of ways to communicate.

For other
good ideas:
Loneliness in
Schools (what
to do about it)

M. Robert Argus
Communications,
Hiles, Ill., 1974

- Start a school newspaper for faculty.
- Have a party with the people you don't know. Support comes out of relationships, and you may find a good friend and ally hidden down at the other end of the hall.
- Put up a sign.

I'm interested in talking about ways to get some of the 9th grade boys more involved. If you are, come to Rm. 108 for Coffee, Wednesday at 3:00.

FRIDAY
ALTERNATIVE:
Potluck Brownbag
My place - Rm. 300
noon
People come!

I've got some good new math games. You're welcome to use them.
Come see - Room 206.
Kathy

- Try an informal swap-shop where you can ask for help and give it. A lot of people are afraid to ask, to say they don't know. Hence, the CLOSED DOOR POLICY OF MOST SCHOOLS. Someone has to be the first one to open the door; why not you? If you know Ms. Brown likes math + science, ask her for ideas. Maybe she'd share her materials or work with a small group of your kids in science if you do reading with her non-readers. Offer Mr. Cohen some 6th grade helpers for his class; maybe he'll invite all of you to a movie. START IT MOVING!

If you can't work in, go out.

- Start a Teacher Shelter, a place where teachers can take refuge, share concerns. A spot out of school to let it out, to revitalize values + ideas. Start at your house, at the University; ask people from different schools. We all need contact + support.

The Problems are the same all over!

GROWTH:
WHERE DO I
GO FROM HERE?



Teaching can become boring and dull, or just a survival game - getting through the day. The teacher drop-out rate is high. How can you make your teaching exciting and growth-producing?

Try some of the following tactics:

- Visit other classrooms. How does he organize his day? What materials work for her and why?
- Visit alternatives to public schools - like free schools, special education settings, day care centers, etc.
- Try out new methods, create new programs.
Some teachers designed a multi-ethnic program using art + drama + music; another group created a nature study tied in with camping. Many teachers have tried learning centers and open education ideas to revitalize their classrooms for both themselves and the children.
- Take courses. Check for summer workshops, adult education offerings, extension courses. Maybe your school has tuition vouchers to use at the local university. Take a course in something you know nothing about.
- Subscribe to magazines.

The Teacher Paper
2221 NE 23rd St. #3
Portland, Oregon 97212

Notes from the Workshop
on Open Education
Rm. 6, Shepard Hall, City
College, Convent Ave. at 140s
New York, N.Y. 10031

Learning
1255 Portland Pl.
Boulder, Col. 80320

Assoc. Humanistic
Psychology
Education Network
416 Hoffman Ave.
San Francisco, CA.
94114

Zephyros
1201 Stanyon St.
San Francisco, CA.
94117

No More Teachers Dirty Looks
Bay Area Radical Teachers Organ-
izing Committee, Box 40143,
San Francisco, CA. 94140

- Solicit feedback - from other teachers → arrange to observe one another and then talk about it. If you have specific concerns, ask your colleague to look for particular things (e.g. "how do I react to Johnny when he starts acting out?" or "how much time do I talk as opposed to the kids' talking?").

- from yourself → audio tape or video-tape your classroom (aides, kids can help). Ask yourself, "Am I doing what I want to do?" Think about it and tape again. The kids will get a kick out of it, too.

Read:
The Lonely Teacher
Knoblock & Goldstein
Allyn & Bacon,
Boston, 1978

- from kids → Have older kids keep records and write a report card on you. Keep a record of class activities by collecting a portfolio; how much of the stuff is "junk-work", dittos without meaning, and how much is "real stuff", thoughtful and creative. What does that say about your teaching?

Ask for daily reactions from kids, like

WHAT DID YOU THINK OF SOCIAL STUDIES TODAY?

CHECK ONE.



—

—

—

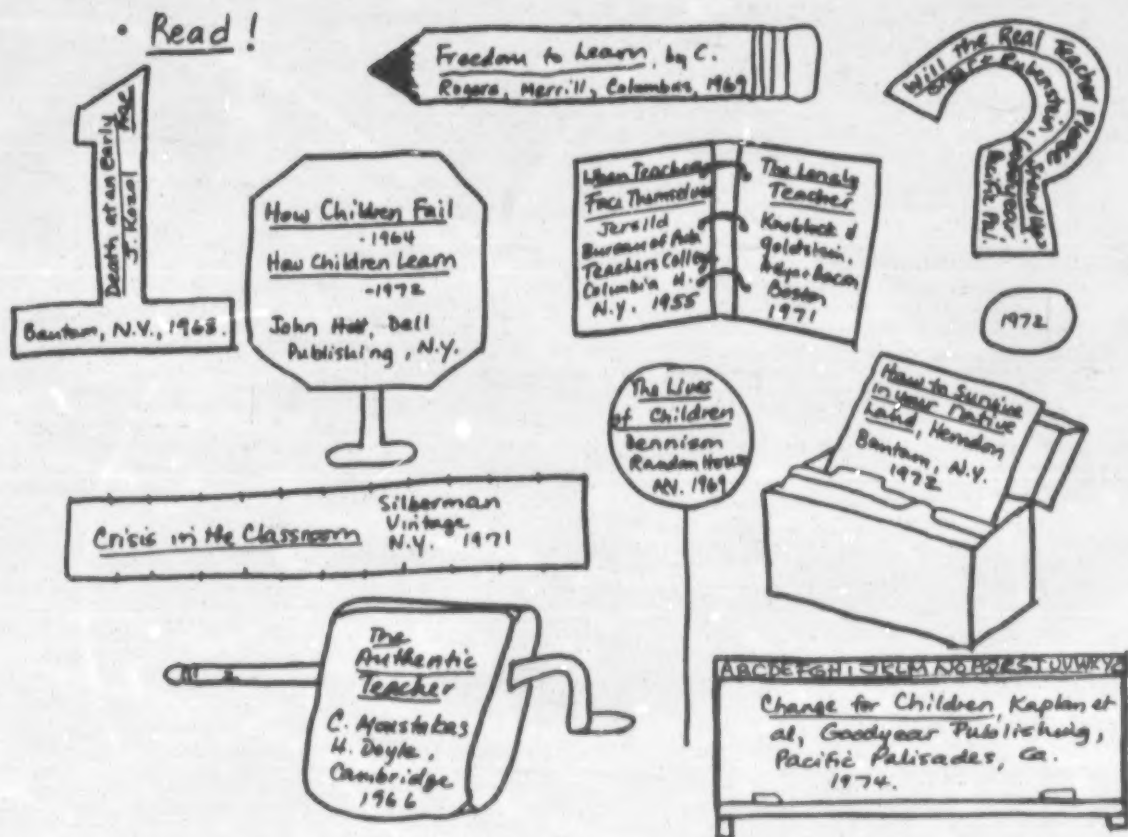
—

—

or

How much do you feel you learned today?
How clear was it why we were doing —?
How often did you feel lost during class?
Did you want extra help?
Did you see anyone else needing help?
How did you feel about your participation in class?
How did you feel about what the teacher did?

For lots of good ideas on feedback from kids, read:
Diagnosing Classroom Learning Environments
By Luczki & Schmuck, SRA, Chicago, 1966.



- Write! Keep your own diary about how you grow. Get your ideas on paper. Keep a cardfile log in your classroom about incidents, feelings, insights. Write about your teaching and send it off to a magazine or share it with friends.
- Make your own materials. We all need products - and what a good way to share your interests with the children. Have kids make materials too. It's creative, less expensive. Share what you've done with your colleagues or send it to teacher magazines (like Learning, Zephyrus) which have columns for teacher ideas.

IDEAS FOR TEACHERS

TEACHER MAGAZINES

like

- Learning, 1255 Portland Place, Boulder, Col. 80320
- Grade Teacher, 23 Leroy Ave., Darien, Conn. 06820
- Instructor
check your school or local library for back issues.

PEOPLE

like

- other teachers -
Start a swap-shop to find out what other teachers are doing & share yourself.
Do things with other teachers; develop projects together.

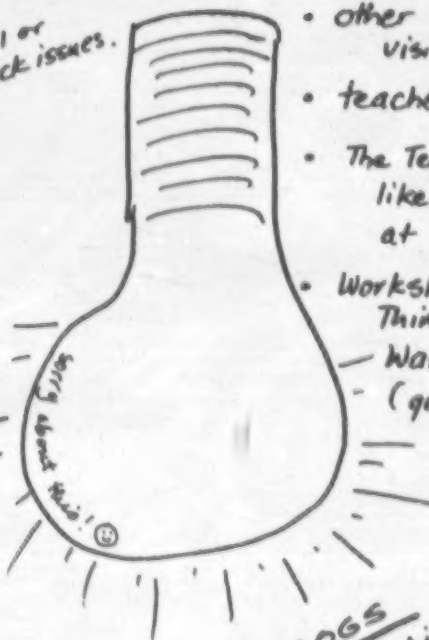
NEWSLETTERS

- Insights, U. of N. Dakota, New School of Behavioral Studies in Education, Grand Forks, N.D.
- Teachers & Writers Collaborative, 244 Van derbilt Ave., Brooklyn, N.Y.
- Outside the Net, Box 184, East Lansing, Michigan 48901

PLACES

like

- libraries (public, university)
- instructional materials centers
- other school programs - visit & steal ideas
- teacher centers
- The Teacher Store (4 places like it), 260 Park Ave. S at 21st St., N.Y., N.Y. 10010
- Workshop for Learning Things, 5 Bridge St., Watertown, Mass. 02172 (good catalog!)



CATALOGS

- Catalog of Free Teaching Materials, G. Salisbury, 1970, \$2.50. P.O. Box 1075, Ventura, California. 93001.
- Big Rock Candy Mountain, 1115 Merrill Street, Menlo Park, Calif., 94025
- "Materials: A Useful list of Classroom Items That Can be Scrounged or Purchased", E.D.C., 55 Chapel St., Newton, Mass., 070. 504
- Materials for the Open Classroom, Lawrence & Ascheim, Delacorte Press, Dell Pub. Co., 1 Dag Hammarskjöld Plaza, New York, N.Y. 10017

a Scavenger Hunt for Teachers

You are looking for your perceptions of
being a kid —
and being with kids.



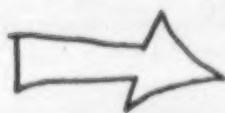
➔ Picture your secondgrade classroom. How did it look? Who was the teacher? Do you remember any of the kids? What kind of a kid were you? How did the teacher treat you? How did the other kids treat you? What did you like to do? What didn't you like? Could you read? What was one memorable event? Would you like to be back there if you could?

➔ Write adjectives that adults would have used to describe you at ages 7, 13, and 18.

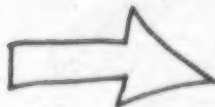
➔ Can you think of a teacher who strongly influenced your life's direction? How? What was his/her teaching style? Are you still in contact with that person? How do you feel about one person's influencing another?

➔ What does "The Medium Is the Message" mean to you?

➔ Do teachers know more than kids? Do you feel differently about that now that you did as a kid?



Are you clear about your own learning style?
How does it affect your style with children?
Write 5 adjectives that you imagine children
would use to describe your style with them.



What do you want to be when you grow up?



Who decides what you do with your life?



When you work with kids: Who talks more?
Who decides what is to be done? Who designates
the use of space and resources? Who cleans up?!



➡ Where did the notion of compulsory free education come from? Is it a good idea?

➡ What constitutes an alternative to the present system? What's a free school? How do you feel about free schools? How do you feel about "open", "informal" education? Would you have liked one of the contemporary alternatives when you were in school? Would you work in one? Are there other alternatives that you've thought of?

➡ How do you feel about evaluating others? How do you feel about others evaluating you? What are some alternatives to grading?

➡ Are there ways to get information besides reading?

➡ What's the etymology of the word educate?

➡ If you've taught, where? whom? Did your role vary from experience to experience? How did your rooms look? Name some peak experiences. What made them important? How did you feel about your teaching experiences? Would you do it again?

➡ If you were to meet a group of your students tomorrow for the first time, what would you do? Make up a plan for the first encounter.

Vocational Rehabilitation for

TEACHERS

ARE YOU FRUSTRATED IN YOUR JOB? DO YOU FEEL THIS JOB ISN'T A MATCH WITH YOU - YOUR INTERESTS AND STYLE? HAVE YOU TRIED TO CHANGE THINGS BUT FEEL YOU AREN'T GETTING ANYWHERE? ARE YOU LOOKING FOR ANOTHER JOB?

- Spend time looking at different kinds of settings - residential, private/public, clinics, free schools, nursery programs, etc. Ask yourself what you like about them and what you don't. Talk to people who work in those settings. KNOW THE OPTIONS.
- FIGURE YOURSELF OUT. What do you really enjoy doing with youngsters? What parts do you see as a hassle? Are there jobs where you can do what you enjoy? Talk to friends, spouse, colleagues: how do they see you?
- STRETCH YOUR IDEA OF THE TEACHER ROLE. Maybe you belong in a day care center or a junior college. Maybe you'd like to be a Resource Teacher and help other teachers. How about a child care worker at a school for disturbed kids or doing one-to-one homework tutoring. Consider writing your own job description and finding someone to fund you.

- ASSESS YOUR VALUES. How important is salary to you? Would you take a job for less pay if it seemed like the kind of place you'd like to work? What factors are important to you in a job — freedom to teach as you like, support from colleagues, a lot of materials & supplies, the salary, location, etc.?
- CONSIDER GOING BACK TO SCHOOL — to be what you'd like to be. Investigate university programs; write for information, talk to faculty and graduates.
- SEARCH OUT THE KIND OF JOB THAT FITS WHAT YOU WANT. Subscribe to newsletters that list job openings around the country, primarily in more innovative schools.

Teacher Drop-Out Center
Box 521
Amherst, Mass. 01002

New Schools Exchange
P.O. Box 820
St. Paris, Ohio 43072

Go to the Educational Placement Bureaus at local colleges and universities where jobs might be listed. Or use private job placement agencies.

Read newspaper ads and the Sunday New York Times Education Section.

Check bulletin boards in university departments or local community or women's centers.

Try the professional organization for whatever area you are interested in (e.g. Teacher's Association for public school jobs, Day Care Council for day care, etc.); even if they don't have formal job listings, they may know informally what's available.

A book for unemployed teachers giving step-by-step instructions on how to proceed in hunting for a job is:

The Teaching Job Hunt
Walter Smitz, Box 315
Alamo, CA 94507 \$3.00

Or write the Organization of Unemployed Teachers, Box 31022, San Francisco, California, 94131.

Or read Working Loose, American Friends Service Committee, San Francisco, 1971.

● ASK THE RIGHT QUESTIONS WHEN YOU GO FOR AN INTERVIEW,
Like

RE: TEACHER
GROWTH

- Are there ways for me to meet + talk with other staff?
- What's the conversation like in the teachers' room?
- Are there in-service experiences? On what topics? Do teachers have input into these?
- Can I visit other programs? What happens to my class?
- What forms of supervision do I get and from whom?
Is it support or evaluation?
- What kinds of things am I required to do (attendance records, lesson plans, etc.)?
- If I think my kids need specific forms of help, or I need help, am I guaranteed such assistance?

RE: PROFESSIONAL
ROLE

- Can I have others assist me in my classroom (volunteers, etc.) and do I have control over who they are, how many, what they do?
- What degree of freedom do I have about the choice of curriculum?
- What evaluation of children am I required to participate in — grading, Iowa tests, I.Q. testing, etc.? Can I choose not to do this?
- What if I want to be active about organizing parents, giving an interview to the newspaper, mobilizing a group in the teachers' union, etc.?
- Do I have anything or everything to say about a child's placement for the following year?
- Re special education:
 - What is the administration's attitudes toward children with special needs?
 - Are special ed teachers part of the faculty?
 - Is there anything to facilitate or inhibit the integration of labeled children into the total school?

• PROTECT YOURSELF. KNOW YOUR RIGHTS AS A TEACHER.

The rights of teachers vary from state to state and contract conditions vary from district to district. Be aware of the rights + conditions of your employment.

Two books describe the general trends in teachers rights and are useful to have as references:

The Rights of Teachers
David Rubin, ACLU
Avon Books, N.Y. 1972

The Civil Rights of Teachers
L. Fischer & D. Schimmel
Harper & Row, N.Y. 1973

National teachers' organizations can also give you information as well as names of local people to contact.

National Education Assoc.
1201 16th Street, N.W.
Washington, D.C.

American Federation of Teachers
AFL-CIO
260 Park Avenue S.
New York, New York
10010



FANTASTIC!

exclaimed a teacher friend after reading Teach and Reach. "But, you left so many things out!"

Sure. The list could be endless. Ours is a resource-rich environment.

"So, tell us what we left out," we replied. The list that we received gave us another idea. Every teacher has her/his favorite resources. Send us yours and we'll include them in any future revision. Here's our friend's list.

- The Library of Contemporary Education (a book club for educators) Riverside, N.J. 08075
- Making Things: The Handbook of Creative Discovery, Ann Wiseman, Little Brown & Co., 1967
- Somebody Turned On A Tap In These Kids (Poetry And Young People Today), ed. Nancy Larrick, Delacorte Press, N.Y., 1971
- New Reader's Press - publishers of low reading level - adult interest materials 1320 Jamesville Ave. Syracuse, N.Y. 13210
- High Interest - Easy Reading for Junior and Senior High School Students bibliography available - 95¢ from Scholastic Magazines 50 W. 44th St. N.Y., N.Y. 10036
- RIF, Smithsonian Institute Washington, D.C. - a program which distributes free books
- The Council For Basic Education 725 15th St., N.W. Washington, D.C. 20005 - promoting literacy through the teaching of phonics

Well, you can't say we don't have some choices!



- Reading, How To, Herbert Kohl
a good teacher's or layperson's
guide to teaching reading
- Arts And Crafts You Can Eat,
Vickie Cobb, Lippincott,
1974
- Will It Grow In The Classroom?
ed. Beatrice and Ronald Gross
Dell, N.Y., 1974 - 40 teachers
contribute their real, practical
ideas
- Adhocism: The Case For Improvisation, Charles Jencks,
Nathan Silver, Anchor Books, 1973 - a great handbook-
guide for the imaginative, divergent-thinking, do-it-your-
selfer.
- Ten Minute Field Trips:
Using The School Grounds
For Environmental Studies,
Helen Ross Russell, J.G.
Ferguson Pub. Co., Chicago, 1973
- Let Our Children Go; An
Organizing Manual For Parents
and Other Advocates, Human
Policy Press, Syracuse, N.Y.,
1974
- The Seed Catalog, Jeffrey
Schrank, Beacon Press, Boston,
1974 - resources and more
resources for teaching
- Tintin Books, literature in
comic books form, Atlantic-
Little Brown Co., Boston
- The Writing Road To
Reading, Romalda
Spalding, Morrow, N.Y.,
1969 - sequential phonics
- Involvement, a bi-
monthly family resource
magazine from Browndale
(a Canadian residential
treatment center),
41 Madison Ave., Toronto,
Ontario M5R 2S2
- Teaching Human Beings,
Jeffrey Schrank, Beacon
Press, Boston, 1972 - good
resources for teaching about
adolescence, drugs, death -
films, media, simulation games...
- The Teachers, Inc.
50 Pike St., N.Y., N.Y. 10012
- grassroots advocacy of
teacher training and commu-
nity involvement
- Johnson Publishing Co.
Chicago - publishers
of Black-oriented
periodicals - Ebony,
Jet, Ebony Jr., Black
Sports, Essence

MORE?



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- Beyond Words - Non-Verbal Communication In The Classroom, Thompson, Citation Press, N.Y. 1973
- color, space, intonation and gesture convey meaning -
- Reading In The Open Classroom: An Individual Approach, Community Resources Institute, 270 W. 96th St., N.Y., N.Y. 10005
- Slithery Snakes And Other Aids To Children's Writing, Petty and Bowen, Appleton-Century-Crafts, N.Y. 1967 -
- good references to sensory education -
- Theater In My Head, Cheifetz, Little Brown, Boston, 1972.
- Sources of Good Books for Poor Readers, Spache, International Reading Ass'n, Newark, Del., 1969.
- The Short-Changed Children of Suburbia: What Schools Don't Teach About Human Differences + What Can Be Done About It, Institute of Human Relations Press, 165 E. 56th St., N.Y., N.Y. 10022.

STOP!



ENOUGH ALREADY!

So, a last bit of content...

We hope you have found this book useful. Teaching is a very complex and often perplexing way to spend time. We'd like to think that books like this one can give you ideas and also some inspiration — to change what you don't like about the system and what you don't like about yourself.

Basically, teaching is problem-solving. It is a process of identifying needs, gathering resources to try out ways to meet those needs and then evaluating what works and what doesn't. We hope this book leads you to new resources and to new ways of thinking about teaching and learning, about yourself and children.

To help you think about your classroom in problem-solving terms, to help you be a "diagnostic" teacher, we include here a last few books to look at; they can give a context within which to place all the other programming ideas and resources.

Ways of Studying Children
Almy & Cunningham,
Teachers College Press
Columbia, N.Y. 1962
"A Manual for Teachers"

Studying the Child in School
I. Gordon, John Wiley, N.Y.
1966. Contains instruments
for teacher use.

Teacher Resource Booklets on
Classroom Social Relations & Learning
from SRA, Chicago, 1966.

Diagnosing Classroom Learning
Environments, Fox, Luzzati, Schmuck
Problem-solving to Improve Classroom
Learning, Schmuck, Charles, Lippitt

Diagnostic Teaching, D. Lee,
Nat. Education Assoc., 1201
16th St. NW, Washington, D.C. 1966.

* * * * *

We would like feedback about Teach and Reach, so please respond if you've got time and comments. The last page is our form, or use your own. We hope you like the style of the book as well as the content; it fits us anyway.

Peace/Take care —

Ellen, Bill & Maddy

A Tip on Using Teach and Reach:

Consider buying a supply of postcards and having your friends or your students sit down and write away for catalogs and materials. In a couple of weeks you should be flooded with new resources. Try to convince your librarian to subscribe to resource periodicals and to set up a Corner of the library for TEACHING RESOURCES. Resources are to be seen, heard and used.

FEEDBACK →

What did you like about Teach and Reach? What didn't you like?

What should be added, deleted, changed?

cut along this line!

Try out at least one idea from this book. What happened?

This is us, after we finished writing it.



Draw a picture of yourself after you finished reading this book.

Write us 40 TEACH AND REACH

P.O. Box 127, Human Policy Press
University Station
Syracuse, New York 13210

Teach and Reach is a book written for teachers by teachers. It is based on the belief that schools change because people in them change: they try out new ideas and ways of interacting with others and with their environments. This book is a grabbag of specific ideas to use with children as well as a listing of resources teachers can seek out. But Teach and Reach is not just a "how to" book. It expresses our concern with the values and attitudes schools perpetuate. As a "why to" book, it includes ways to teach and learn about differences and ways to explore the roles and joint partnerships of teachers and students. We suggest ways that teachers can advocate for children and themselves by developing supports with others, so that all people in schools can grow as teachers, learners, and persons.

Cover Design: Lori Stroebe

HUMAN POLICY PRESS, Syracuse, New York

